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THE LIBRARY JOURNAL

VOL. 58 April 15, 1933 NO. 8

The Depression University
William F. Stevens

The Children's Librarian Takes Stock
Mary R. Lucas

The Reader Receives New Consideration
Louis R. Wilson

Adult Education in Relation to Libraries
Sir Henry A. Miers

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THE MARKETING OF LITERARY PROPERTY

by

G. HERBERT THRING

late Secretary to the Authors' Society

With a 13-page letter to the author from

BERNARD SHAW

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Forthcoming Issues of
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The two leading articles in the May 1 issue will be: "Baltimore's New Public Library Building," by Pauline M. McCauley, Director of Circulation; and "The Complete Development of the Open Plan in the Enoch Pratt Library of Baltimore," by Alfred Morton Githens, Architect. Other articles, according to space, will be "Fines Findings," by C. P. Baber, Librarian of the Kansas State Teachers College of Emporia and "Does a Book Drive Pay?" by Faith Holmes Hyers, Library Publicist of the Los Angeles, Cal., Public Library. We also plan to include a bibliography of health books prepared by the National Health Association, New York City.

THE LIBRARY JOURNAL is making an intensive study of leisure in relation to the public library. In the near future bibliographies and articles on the three interlocking phases of this subject: recreation, vocation, and avocation will be published. We would appreciate knowing of any libraries that have recently had, or are planning to have, exhibits of books on these subjects. We would also appreciate knowing whether any photographs of such book exhibits are available.

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THE LIBRARY JOURNAL

Adult Education in Relation to Libraries

By SIR HENRY A. MIERS

LET NO suspicion of false humility fall upon me when I say that this address has caused me the greatest anxiety. It seems presumptuous for one who knows so little about libraries and their administration to address librarians at all. Choice of subject caused me equal concern, but I understand that it would not be amiss if I were to deal with Adult Education as the main subject of my address. It is one with which I have had some familiarity in the past, but not specially in relation to libraries. If I were to attempt to survey what has been done by librarians in this field, to criticize what is being done, and to advise what should be done, it would soon be evident that I was attempting a task for which I have neither the experience nor the detailed knowledge required. You would be sorry both for me and for yourselves. And so it occurred to me that my best course would be to attempt to create a sort of background for a discussion; to inquire whether we all mean the same thing by the expression Adult Education in relation to libraries; and to invite information about the things which I do not myself understand, in the hope that there may be others, even among librarians, to whom it will be useful. Perhaps this course is to some extent an evasion of responsibility in my present position, but it will be better than to plunge into waters in which I cannot swim.

Presidential address delivered at Bournemouth, 1932, reprinted by courtesy of the *Library Association Record*, from the September 1932 issue, pp. 265-282.

In order to construct such a background, let me, by way of an approach to Adult Education, say something about what necessarily precedes it, and consider for a few moments, the part which books play in the lives of children. How and when do children first learn to make use of them? Am I not right in thinking that most readers and lovers of books, on looking back over their childhood, can fix a definite period when they first experienced the profound influence that can be exercised by books; a period of periods when they first became consciously subject to their fascination? Some persons may have actually imbibed a distaste for books in early childhood because they were a part of the school machinery; but those who acquired an early passion for reading did so, I think, because it was the new exercise of a budding faculty hitherto dormant; learning to read was like learning to walk or to talk; it was the gratification of a new vital energy, almost of an instinct. In early years, the exercise of this new power is pursued indiscriminately. Children of the book-loving type feed upon all that is within their reach, like a butterfly sipping the sweets of one flower after another; "this way and that dividing the swift mind" as is the habit of normal children.

At some later period comes a new phase; one in which a more conscious enthusiasm plays its part; a state of mind in which the reader is for the first time engaged on a definite quest for interest or knowledge. I remember many years

ago meeting M. Paul Hazard when he was engaged in a curious study. He was endeavoring to ascertain in different countries which are the books that really interest young children at about the age of ten, hoping to trace principles either characteristic of each nationality or common to all. He had, if I remember right, completed his study in France and Italy and was pursuing the same inquiry in England. Some of the children's magazines were, at that time, having competitions based upon answers to the question: "Which are your ten favorite books?" I assured M. Hazard that these replies would not give him what he wanted; they would largely consist of the names of books which children are expected to like and not those which they really enjoy most because they discover them for themselves. I made for him a number of personal inquiries from children of my own acquaintance, on the understanding that they would not consult their elders; these led to a very different sort of list and a much more truthful one. The children had arrived at an age at which they were really making up their own minds: they had entered upon the quest. This new spirit of adventure may be stirred in many ways. It may, for example, be the enchantment of some new subject: nowadays it is, say, wireless, or motor cars, heraldry or hero-worship—any of the thousand subjects that sparkle among the pages of modern children's magazines and encyclopaedias. Sixty years ago it came from any odd source.

When I was a boy there were no free libraries; still less was there anything comparable to their juvenile departments in which children now have the opportunity of browsing almost as soon as they have learnt to read. But there was always some available stimulus. There arises in my mind, for example, the recollection of a young schoolboy devouring book after book with a newly acquired zeal for physical geography. This was merely because in those days a gold medal was offered by the Geographical Society for competition among all the public schools of the country. To a candidate this had the special attraction that it was quite outside the school curriculum; in other words, it was a first independent effort at self-education. From that sort of experience can often be dated the awakening of a real and lasting love of books. The ordinary routine of school work rarely excites this passion though it doubtless supplies the fuel for it. The kindling flame is the entry into the adventure of self-education.

A second way in which this may be brought about is the experience of access for the first time to a good library. Most school children come from homes in which books are rare, and the opportunity of roaming about a good library and finding treasures for themselves is to be reckoned as a real intellectual adventure. Yet another motive force is the direct influence of some friend or sympathetic teacher. Biographies usually trace the bent of a whole life to such an influence. The virtue of it is to be found in the fact that the spur was not so much anything taught as the skilful arousing of a desire to learn for oneself. Everyone in this audience is a lover of books and will be able to recall the manner in which he or she first fell under their spell. But I shall be surprised if it is not a general experience that it all began either with an encouragement or with an opportunity to read for oneself, either by the awakening of a new intellectual interest, or by the advent of an occasion to seek for one. There is a vast difference between learning and teaching. It is sad that, even today, so many can pass through the educational sieve without ever acquiring a real taste for learning. Self-education may of course be achieved in many other ways than by reading, but today I am concerned only with books.

I propose, now, to pass over the intervening period and to speak about books and libraries in their relation to persons of mature years who seek learning. I thought it profitable to begin with a glance at the early glimmerings of self-education in childhood. They throw some light upon the manner in which the love of books is developed at a later stage in those who have never acquired or who have forgotten the art of reading.

To explain what I mean by this let me seek a parallel in the art of writing. There are thousands of men and women who learned to write at school but who subsequently have never been called upon to use writing for the purpose of expressing their thoughts, though they may be adepts at the art of expressing them in speech. They literally cannot put down a single thought on paper. Teachers of tutorial and other adult classes will tell you of keenly intellectual and thoughtful students to whom the pen is a disused tool which has not been employed by them for this purpose for so many years that they have forgotten how to use it and have to learn all over again. It is the same with the use of books. In spite of improved education, many people have never acquired the art of reading and have no desire to exercise it; others read only what requires no effort of thought. Many have never found time or inclination for more than a glimpse at the daily paper or an hour of Sunday leisure devoted to the more sensational episodes of the week. Like young school-children, they take what they are given. But in recent years there has been a great awakening due to the same two impulses that we have found to operate with children; either an arresting interest which stimulates the search for knowledge from books or other available sources;

or else a new opportunity which, for the first time, satisfies the dormant craving for mental food.

Is not this, in a way, the history of what we know as the Adult Education movement? It originated a hundred years ago in the spontaneous desire for knowledge that led to the foundation of evening classes for workers. Those who attended these classes had received no schooling; they came completely ignorant of what they desired to learn; their teachers adopted the elementary methods of school education such as it was—indeed they knew no other. There must have been something very pathetic about the efforts of grown men to acquire the rudiments of education in this way. The night-school so vividly described by George Eliot in *Adam Bede* gives a picture of their trials.

Next came the Mechanics' Institutes, evening schools and popular lectures, which were established in the first place by enthusiasts like Dr. George Birkbeck, who wished to give the artisans a more intelligent interest in their work. They gave the workers an opportunity for study on a higher level than that of elementary school teaching, and of course they played a most important part in the history of education in this country. But they did not achieve the success that was expected of them among the workers themselves; their methods were academic, their purpose was, to some extent, vocational and they were better suited to those who had received some preliminary and continuous early training. The Working Men's Colleges, established in the middle of last century, struck a different note and met more fully the actual needs of the workers. At a later period the movement was developed in a new form by the older universities when they turned their attention to extension work. But even the Extension lectures, excellent as they were, with their accomplished and inspiring teachers, did not do all that was expected of them; they raised the level of culture throughout the country; they fostered a desire for knowledge; they assisted the growth of University Colleges; but they catered for better trained people than those in whose interests the movement was started. At last, when the Extension system had served its main purpose, and the principle of making University teaching accessible outside the walls of the Universities was accepted, the movement entered upon a new and more effective stage. The newer Universities and University Colleges invested with local responsibilities had already appeared upon the scene; higher education was available in many parts of the country; the Workers' Educational Association came into existence. Learning took the place of teaching. In this sequence of events one may trace in the case of adults a remarkable parallel with the double effect of impulse and opportunity in childhood to which I began by calling attention.

The original moving force that actuated the workers in the nineteenth century was a natural craving for knowledge of an elementary character; in a later stage came the desire to know as much as those who had had the advantage of a good preparatory education. These were the impulses, then came the new opportunities. One of these was the possibility of obtaining the assistance of University teachers; the other was the growth of libraries and access to books.

The important thing with adult students is not the willingness or the desire of teachers to give instruction in what they think their students ought to know. The Universities themselves have long erred by giving too much teaching and too little encouragement for learning. When I was an undergraduate at Oxford, a very able Persian of my acquaintance told me that he could not at first understand our methods. The English teacher seemed to talk to his students and to say what he thought was good for them; in Persia the students sat round their teacher and asked him questions in the hope of getting something of what they wanted out of him. This was, in my opinion, the flaw in our University Extension system; people were expected to take what was offered to them; it failed to reach the hearts and intellects of those who were most earnestly seeking for help; the part that it played was not entirely that contemplated by its founders. Success was only attained when the situation was reversed and when those who knew what they wanted knocked at the doors of the Universities.

I speak as an enthusiast for the W. E. A. movement, and as one interested in and connected with its activities from their beginning. Its reaction on the Universities has been, in my opinion, most important. It has emphasized the fundamental distinction between the education of adults and that of children; it has reminded the Universities that they were far too much inclined to perpetuate the methods of school teaching for those who ought to have outgrown school methods. On many occasions I have expressed my belief that there should be a complete break in educational attitude and method when school training comes to an end. Up to that time, there has been a preparation for the responsibilities of life; after school days should come the practice of responsibility in intellectual affairs; this happens in other ways for those who go out into other walks of life and cannot continue their systematic education at college or elsewhere.

It is now time that we should clear our minds as to what we mean by the expression "Adult Education" in relation to libraries. From what I have said you will understand that I do not regard it as meaning the teaching of grown people,

but rather as meaning the provision of opportunity, encouragement and guidance in Self-Education. Anything less than this does not deserve the name and is capable of confusion with other sorts of education, whether school, university, collegs, technical or vocational. From these it differs not in nature of its studies, but in its methods. True adult education is not preparation, it is practice; it is not teaching, it is learning; there is no fixed method about it; the students are seeking what they desire, the teachers guide them in their search. If, then, we may provisionally accept this definition of Adult Education, let us next inquire how it is to be conducted. Regarding it from a perfectly general point of view, I venture to suggest that its aspects are fourfold.

1. In the first place, a student may attempt to understand the ideas of others, and to cultivate his own ideas, by the aid of the spoken word. This includes lectures, discussions and conversations. In this category, which we may call "talk," the conspicuous methods of adult education have been lectures, followed by discussion. The original Extension lectures laid far too little stress upon the discussion. It was difficult to insist upon this because no one in the class was bound to follow up the lecture or was necessarily enough interested in it to do so. The strength of the W. E. A. classes was largely due to the fact that the discussion was always regarded as of equal importance with the lecture. Tutor and class meet on terms of equality and the discussion is conducted as a free and easy conversation designed to exercise the wits of both tutor and student. Another characteristic feature of the W. E. A. class is that, whenever possible, the students choose the subject and may even also choose the tutor. Another modern type of self-education under this head is the Study Group which meets periodically for the mutual discussion of a chosen subject.

2. In the second place, the student may attempt to understand the ideas of others and to cultivate his own ideas by the aid of the written or printed word; this includes all forms of learning by reading or correspondence. In this category, which we may call "reading," by far the most important instrument of self-education is, of course, the library, whether circulating or stationary, whether public or private, but that we shall consider specially in a moment. Also to be included are the correspondence classes which flourish in response to a constant demand. They are often regarded with some suspicion by ordinary teachers because they lack the personal influence which is a feature of direct class teaching, and which cannot be exercised by a distant and unseen instructor. The Home Reading Union was an attempt to replace mere correspondence by something more personal in that it associated the students together in a group who were in animated personal touch with each other however far they might be separated from their director.

3. In the third place, there is artistic or intellectual study through the senses and emotions; whether it be among the works of nature or the works of man. In this category, which, for lack of a better word, we may call "contemplation," can be mentioned artistic, archaeological and scientific societies which exist for the cultivation of knowledge and taste by seeing and hearing at first hand the things about which books are written and lectures delivered; also rambling and field clubs, associations for travel, and other such societies whose members unite to visit and view the works of nature and of man. This category also includes Museums and Art Galleries, which gather together for enjoyment and study natural and artistic objects which otherwise would not be seen at all. Temporary exhibitions also serve a similar purpose.

4. In the fourth place, there is the search for knowledge by the practical study of things; this includes ordered observation and experiment of all sorts, whether scientific or artistic. This category, which we may call "practice," comprises the whole series of art and music classes; laboratory courses in science; refresher courses for professional men and women; and the training in Arts and Crafts which is now being revived in many places and in many forms.

Next let us consider under the same four heads the powers of libraries and the opportunities and responsibilities of librarians. At first glance it might be thought that their activities are confined to my second group, that relating to reading. But this is far from the truth. The modern library with its learned head, its skilled staff and its well-chosen books, is indispensable in every field of educational activity, and exerts its influence wherever knowledge is sought. In particular, librarians can give invaluable assistance, and indeed have a responsibility in every phase of adult education. Let me take the four groups in order.

1. *Talk.* Local lectures have their value doubled if the books relating to them are acquired, selected, listed and recommended at the Public Library. This, I suppose, has always been done by the libraries to some extent for the University Extension lectures, for the tutorial classes and for the W. E. A. lectures. In every town and in every district the success of lectures must largely depend upon the support which they receive from the local libraries. The library is often the only place in which lectures can be given, and we have the unforeseen duty placed upon librarians and their committees of organizing such lectures themselves. They may be forced by circumstances to become energetic agents for promoting this

type of adult education. This imposes on them the further duty of making it effective and of supplying the books which are the sinews of individual study. As everyone knows, the great difficulty in supplying books for those who attend lectures is the necessity of providing a sufficient number of duplicates. I do not see how this is to be surmounted unless neighboring towns or districts will arrange that the subjects of lecture courses are different in different places at the same time, and that they shall alternate or rotate in such a way that the books used by the library can be lent or exchanged to other libraries in the area as the subject changes. This would, to a considerable extent, supplement the valuable work of the National Central Library. It could be most effectively organized and with the least difficulty in those districts which have adopted a regional scheme and a bureau.

Clearly, where a number of libraries have combined together in a region to develop a system of inter-loan of non-fiction books with a central office, a separate staff and a union catalog, it will be easy to supply the books needed on special subjects by serious students in different parts of the area. It is probably known to everyone here that regional schemes have already been adopted by the four Northern Counties, by the five West Midland Counties, and by Wales and Monmouthshire, and I understand that a fourth regional scheme will shortly comprise the South-Eastern Counties. To these can also be added the regional systems adopted by Cornwall and North Ireland.

2. *Reading.* About my second category, that of readers, there can, of course, be no doubt whatever. Libraries, especially since the widespread adoption of open access, are the very life and soul of this side of Adult Education. Students for the most part cannot afford to buy the books they need. Obviously, great service can be rendered by supplying lists of the newest books in the main subjects, and also by their exhibition in a special part of the library. This is immensely helpful to the serious student. The National Central Library (especially through its invaluable system of outlier libraries, of which there are now more than 120, from which more than 6,000 books were borrowed by readers in the year 1931-32), the Science Library at South Kensington, and many circulating libraries help the Public Libraries in supplying books. But even here we are reminded by the recent establishment of special libraries for seamen, for prisoners, for hospital patients and others, that there are many sections of the population who are unable to use the public libraries in the ordinary way, and who need all the available resources of Adult Education. There are probably still many persons in rural districts who feel this need in spite of all that is being done by the County Libraries. I do not know how far County and other libraries are now cooperating with such agencies as the circulating exhibitions organized by the Board of Agriculture or with those conducted by hygienic associations; or with travelling exhibits such as those which used to be sent round the country by the Canadian Department of Immigration and Colonization; or, again, with the various circulating art exhibitions such as those organized by the Museums Association and by Sir Joseph Duveen. I venture to suggest that librarians all over the country should keep their eyes open for such possibilities of helpful work both in the interests of adult students and of their own institution. I daresay many already do so.

3 and 4. *Contemplation and Practice.* When we come to my third and fourth categories, those who aim at personal contact with the objects of study, whether by travel or practice, whether by seeing or doing, the rôle of the public library is more difficult to define. The loan of guide books for travel, of art books for use in classes and in galleries, of science and archaeological books for use in laboratories and museums, is perhaps too much to expect and cannot supply the full needs of such persons. Moreover they should really possess these books for themselves, as the tools of their own work so far as is possible. This is a question that I should like to hear discussed. Perhaps the National Central Library can be relied upon to supply the needs of the poorest students of this type, though it seems to me somewhat doubtful how far this is either possible or practicable. Books which are in constant use in journeys or classes, in galleries and museums, or in laboratories, are liable to experience more than their proper share of wear and tear, and apt to return embellished with marginal notes.

Now with great diffidence, I approach the question: What can the libraries do, in cooperation with all these various agencies, to advance genuine Adult Education? How can they best give advice and assistance to those who, whether as individuals or in groups, are seeking self-instruction?

The study of the relation between libraries and Adult Education made in 1926 for the American Library Association by a small and strong Commission, is no doubt familiar to librarians. It covers a wide field so far as the American and to some extent, the Canadian, problems are concerned. The principal recommendations made by this Commission are that the existing agencies for Adult Education should be utilized as the main channel through which books should be provided for the use of students, and that the existing libraries should be enabled to distribute more books through these agencies. For this purpose publishers, librarians, teachers and leaders in

Adult Education should assist in determining the kinds of books which are needed; courses of instruction for librarians in Adult Education work should be established together with institutions for readers' advisers. The Commission was evidently inclined to the idea that there should be a central agency in each American State or Province, both for the purpose of information and advice, and also in order to organize the problem of book distribution through its own libraries and education authorities. A great deal of this elaborate and comprehensive report relates to the preliminary need for inquiries and the record of information about all the existing facilities, and to the machinery by which an improved service can be established and maintained. Considerable emphasis is laid upon the value of information bureaus and advisers for readers in the larger libraries, and upon the cultivation of a reading habit extending even to the provision of teachers of reading in the schools. The Report puts upon librarians a number of new duties which would add considerably to their responsibilities; for example, the organization of study and discussion groups and the establishment of close contact with the large number of existing educational agencies. At the date of this Report the rural problem seems to have been far more acute than it was in England before the establishment of our County Libraries, and it was stated that, taking the country as a whole, 8 per cent of the rural population was illiterate.

One matter of great importance that is concerned less with organization and more with the human aspect of these problems, is referred to in this Report; namely, the need for suitable books of which not only the subject matter but also the style and language should make them intelligible and useful to adult students living far from other means of self-education. This, to my mind, raises a most important aspect of the whole problem. So far as general literature is concerned, it is comparatively easy to provide classical literature of the greatest possible interest and importance to those who wish to educate themselves and to read what is best; but a large part of the demand comes from those who are seeking not general literary study but information upon special subjects, scientific, political, economic, historical, artistic, etc. Now, most of the existing books, whether introductory, educational or of a more general character, are definitely written for those who are receiving, or have received, a normal education, and are supposed to be prepared for the study of the particular subject with which these books deal. Everyone knows that the modern textbook is so full of information that it becomes largely a congested register of facts and, further, is written in such technical language that it is unintelligible to a beginner, whatever may be his interest and ability. It is probably true in all countries that there is a very real need for a new type of book which will be both readable and instructive. The textbooks of half a century ago were written for general use and satisfy these requirements far better than the modern textbooks which are generally made for school or university use. In our own Dominions the difficulty of finding appropriate books for self-education is acute because comparatively few are published in the country itself and use has to be made of English or American books which are often quite inappropriate to the local conditions. I saw frequent evidence of this difficulty in South Africa. Canada suffers from the necessity of having to make considerable use of American books which are often equally unsuitable.

I suppose the most important experiment in the development of a special library service for adults is that of the People's Library at Leipzig; this had the advantage of beginning with an attempt to supply a purely local need for the workers in a particular factory, and has subsequently extended its operations until it has become a real intellectual center and one which has been imitated in many other parts of Germany since its foundation by Herr Hoffman. It is a remarkable experiment and different from anything that has been done elsewhere. A People's Library of this type may consist entirely of books carefully selected for its purpose; it is cataloged according to a particular aspect of the subject-matter of the books; its activities are maintained by intimate personal contact between the librarian and the reader, the former being expected to become familiar with the contents of each book and with the personal characteristics of each reader. The card index is of quite a different character from that ordinarily employed and gives the particular information required for the special class of readers who make use of the library. In addition there is a Training College for Librarians of People's Libraries, there is an Information Bureau, a department for book criticism and selection, a system of travelling lectures and a reception room where new members can obtain all manner of personal information. I have never visited this institution and am not able to speak of it from personal knowledge; I would like to hear from others how far it is carrying out successfully the enlightened views of its founder, whether there is any risk that more elaborate organization may deprive it of that spontaneity which belongs to pioneer movements, and how far it is becoming an educational institution rather than a library.

There is a great contrast between the principles on which the Leipzig Library was established and those which dominate the Report of the American Library Association's Commission.

In the latter the preparation for the establishment of adequate machinery, the development and organization of a system, are so strongly in evidence, whereas with the Leipzig Library everything appears to depend upon the personality of the Librarian and his control of the whole system.

In America, the post of readers' adviser has been established in many libraries. In those where some member of the staff is merely detailed for this office, and is in charge of an information or advisory bureau, the service would not satisfy the needs of our adult students. It merely gives assistance to miscellaneous readers. The adviser sometimes relies upon lists of books classified according to contents and the advice becomes somewhat mechanical. It is his duty to give information and advice on every conceivable subject, and in particular to recommend or even criticize the books relating thereto. Whether there is not a danger of this system relieving the reader of some of the advantages and some of the pleasure of hunting for himself is a question on which I should like to have the opinion of British librarians. He who is guided through a new town will not so easily find his way again as he who has found it for himself; the traveller in the realm of books may perhaps also find his way best by himself. The American "Browsing Room," filled with the selected best books, is perhaps, in spite of its obvious charms as a restful nook, open to some extent to the same objection.

I have seen in some American libraries, card catalogs of books in which each card, in addition to the usual information, gives a sentence or two of criticism as to the style and matter, and classifies the book as good, bad or indifferent. On the other hand, in some of the largest and best organized libraries, such as that at Cleveland, an attempt is made to supply a real educational adviser, who is one of the most important, and most highly qualified members of the staff, and indeed, occupies a position of commanding authority. In any comparison between British and American methods, I think we must bear in mind that the conditions are very different in the two countries; for example the American City Library may have to deal, among its own citizens, with persons who speak and read one of twenty or more different languages; the problems are not the same and the American Adult student may be of a very different type from ours.

In this country, if Adult Education merely means the intelligent supply of books for grown people, one may say that there is already plenty of provision made for it in our libraries; that is to say, there is provision in the way of books and advice and many different forms of assistance for those grown people who wish to read for the sake of relaxation, or for those who are content to be taught, or to receive general educational guidance. Excellent work is done at many of them by the issue of lists of books in various subjects; by pamphlets on what is most worth reading; by personal advice on the part of library assistants to all sorts of applicants. But if Adult Education be understood in the sense in which I have interpreted it, there is at present nothing like adequate provision. For grown people who wish for the opportunity and advice in order to teach themselves, a much more personal form of assistance is required than mere lists of books or summaries of their contents. I remember in the very early days of the tutorial classes, talking to a middle-aged carpenter in the south of London whose passionate desire was to learn all that he could about evolution. He had read such books as he could get hold of by Darwin and by Haeckel, but he told me there was no one in his neighborhood who had the slightest interest in the subject and with whom he could discuss it. There was no tutorial class within four miles; no means of obtaining the books he needed. This is the type of man I have in mind when I am speaking of Adult Education. This is the sort of demand that has always existed and has not yet been fully met by anything in the scheme of library organization. The genuine Adult Student does not want to be dictated to; least of all by a library assistant, one who is perhaps much younger and less experienced than himself and who cannot have the knowledge that he requires.

If librarians are to give advice and assistance to those who are seeking self-instruction, whether as individuals or in groups, there are clearly two things to be kept in mind. First, advice and assistance must be of a very first-rate quality because we are dealing with grown people who will not accept whatever is given them, as children do, but are critical and will soon find out if the help offered is of a superficial or routine character. Secondly, there must be nothing pedagogic or official or superior about it. The relations must be like those which exist in all successful tutorial classes; the student must find a sympathetic adviser who meets him on level terms of equality and does not pretend to stand on a higher level. The position of adviser to adult students requires, therefore, someone of very special temperament and qualities, such as are not at all likely to be possessed by every library official or assistant; what we want is a teacher who does not teach; an officer who is not official; a person with a knowledge of human nature who realizes that each applicant has a somewhat different outlook from any other.

And so we arrive at the conclusion that the large libraries should have on their staff, or in some way attached to them, highly qualified persons, with nothing pedantic about them, well

versed in general and special literature and possessing a sympathetic character. It is impossible that every librarian should possess the qualifications or should have the time for such duties. It is equally impossible that every library should provide a special post for this purpose; but the Educational Adviser attached to a large library might give help to a considerable number of applicants who seek it at the smaller libraries in the district; and where a regional federation exists such service might be organized effectively by means of a few advisers for a wide area. Some such advisory system seems to me the least that the libraries should do in the case of genuine Adult Education. It may be that in a given town there are comparatively few individuals who really need and can fully profit by such advice and guidance; but in other places there will be many; and they are the people who most appreciate assistance and are most deserving of help. No doubt there are many other ways in which the library can serve their needs. I have already mentioned several and will close with an allusion to the two great popular agencies which modern science has placed at our disposal.

I refer, of course, to broadcasting and the film. I feel that no opportunity should be lost of pressing them into our service and of cooperating with them where they are doing useful educational work. In one important respect they differ greatly. The film, unfortunately, fell at the outset into the wrong hands and its immense educational possibilities were overlooked. I well recollect in 1909, as Principal of the University of London, attending a conference of educationalists, chiefly geographers, which was summoned to discuss the question whether the use of film, then in its infancy, should be encouraged in schools. It seemed to me strange at the time, and it seems more strange now, that this conference pronounced decisively against the use of moving pictures for the teaching of geography. It was considered that the blackboard and the lantern slide gave all that was necessary, and that they were in fact preferable to the film, on the ground that moving pictures make too fleeting an impression on the child's mind. It seemed to be forgotten that the film can be repeated as often as desired; and that every part of the world, whether town or country, and all the life and movement of existence, whether in the field of nature or in that of human activity, can be shown with a vivid reality not otherwise attainable. The geographers lost a great chance at a critical time and the educational service of the movies received a fatal setback. Even now, in the tawdry succession of hysterical incidents which constitutes so large a part of our film displays, there appears every now and then some flash of real history, some picture of nature's methods or of man's craftsmanship, which stirs the imagination and kindles a desire for further knowledge. It is interesting to watch an ordinary English audience when they see a picture showing how plants grow, or how animals live, or how some familiar article is made. Their attention is held at once and there must be many among them who want to know more about it; many, therefore, whom the library can help.

Of course, this is still more obvious in the case of the professedly educational films, and I feel sure that much could be done by active cooperation between the educational authorities, the film industry and the libraries. The subject is referred to by the Commission on Educational and Cultural Films, in its recent report, "The Film in Educational Life." I mention this here because it should be remembered that it is not only children who would benefit by such cooperation, but also grown people and especially those who are genuine students.

It is fortunate that broadcasting, in this country, fell into better hands and has been organized on quite different lines. There are promising indications that a vast new field of education for adults, as well as for children, will be opened up by wireless enterprise. For example, the system of local lectures has now been reinforced on a national scale by the new scheme recently initiated under the auspices of the British Broadcasting Corporation. As is well known, they have this year established courses of lectures, delivered by outstanding authorities, which can be heard throughout the length and breadth of the land; and they have invited the Museums Association and the museums of the country to cooperate with them in order to make these lectures more useful and intelligible by arranging appropriate exhibits before and at the time of each lecture. This will, no doubt, lead to museum visits, group discussions, and local addresses for the benefit of those who desire to pursue for themselves, or to discuss, the subjects of the lectures, and will greatly enhance their value by enabling listeners to see the things which are dealt with by the lecturer.

Surely the assistance and cooperation of the libraries is most valuable in such schemes. Every library can at least make known and display the appropriate books so far as it is able; and advertise its action prominently so that all listeners may be aware of it. Things and books are the chief materials from which the student has to get impressions and knowledge and to seek a foundation for thought. Unless he is able to travel widely, or to mix with those who know, or to obtain for himself the things and the books in which he is interested, it is to the Museums, Art Galleries and Libraries in his own country, and especially in his own neighborhood, that he must turn.

Now that I am for this year deeply concerned

both with the Library Association and the Museums Association, I confess that I should like to see a much closer cooperation between these two bodies. By acting together they should be able to give a tremendous impulse to the cause of Adult Education. The fact that many librarians are also curators should make this easier. This is, at present, almost the only link that unites the two associations. Is not the need of grown persons who are seeking to educate themselves just the sort of thing on which they can work in close unison?

My experience with Museums has imbued me with a dread of stagnation; it is the worst disease from which they have suffered in the past, and the one which many are now making determined efforts to eradicate. There is not the same danger with libraries, at any rate municipal libraries, for the public have learnt to use them and to keep them alive and active. In some places and under some conditions there are libraries, chiefly those belonging to small societies and associations, which have fallen victims to stagnation; some which have not yet extricated themselves; but these are perhaps exceptional. Stagnation can, however, stifle not only institutions but also organizations. The Adult Education Movement does not deserve its name unless it continues to move. In working for a movement we cannot afford to rest on our oars; to do so is to slip backward with the downward current. Advance against difficulties is necessary to keep any movement alive. Life involves change. Even when a scheme is well organized it may tend to continue along a fixed routine; doing efficiently, but mechanically, what it has long done. If this happens, we become the slaves of our own organization and machinery, and it is high time that we should seek new paths of progress and adapt ourselves to changing conditions. For this reason I am anxious that the two Associations should be on the watch for every new opportunity of public service and cooperate in enlisting the active assistance of the new forces that have recently come into existence.

In conclusion let me assure you that in this address I have no desire to dogmatize as to what the libraries ought to do, or to complain that they are not already doing as much as could be expected. I am deeply conscious of the magnificent work that has been done for adult students by individual libraries for some time past; work which is now being extended and supplemented in the cooperative service developed by the National Central Library, with its outlier system, the County Libraries and the regional groups.

Song

April, April,
Laugh thy girlish laughter;
Then, the moment after,
Weep thy girlish tears!
April, that mine ears
Like a lover greetest,
If I tell thee, sweetest,
All my hopes and fears,
April, April,
Laugh thy golden laughter,
But, the moment after,
Weep thy golden tears.

——William Watson

The Children's Librarian Takes Stock

By MARY R. LUCAS

Supervisor, Young People's Reading, Providence, R. I., Public Library

MORE THAN thirty years have passed since the idea of special service for children in the library became a concrete purpose. We have travelled a long road from the small beginnings and the true courage on the part of the pioneers. It has been a period of progress toward high efficiency. We have organized our departments on a firm basis, we have cried our wares in the market-place and perhaps too often used high-pressure salesmanship. Now in the year 1933 when, everywhere all over the nation, we are facing retrenchment, is it not a good time to take stock of ourselves and our work, to re-evaluate what we are doing?

The occupation of Children's Librarian, as the writer sees it, has just three cardinal principles or aims: a knowledge of books; a knowledge of children; and a knowledge of present day social and educational tendencies. The first, because a knowledge of juvenile literature is the thing that makes us Children's Librarians and not Reference or Circulation specialists. Our book knowledge should include a fair working knowledge of adult books as well as juvenile. The second point is necessary because, without knowledge or understanding of children, we can never inspire confidence; and the last principle is essential, in order that we may be better able to bring the book and the child together. In our great desire to prove ourselves necessary and efficient we have in some measure lost track of the basic, fundamental part of our service. For after all, it is the service we give not the advertising we do that counts.

Perhaps we have had to give up our story-hours and our clubs. Well, what of it? Only the exceptional story-hour has been of any real value for several years. We spend as much time preparing a story as it would take to read a book. We entertain our group, it may be a small one or a large one. Is it worth while? How many children really read the stories that have been told? We have been ostriches with our heads in the sand. Before the days of books in schools, and the school and children's library as an accepted part of every day life, story-hours were a fine means of advertising both our wares and our business. Today they are "frills," mere entertainment. Few of us are really good story-tellers, for story-telling like singing, is a gift. Story-hours should be continued only if we have the time, but we must accept them for what they are —entertainment. Today stories are told in the schools, and certainly we cannot hope to compete with the Radio, with its music, its stories and its drama for entertainment. More real lasting good can be done by working with the individual child "on the floor" of the Children's Room than is accomplished by talking to a large group of children.

Practically the same idea holds for clubs. There was a day when almost the only chance children had of grouping together with a common aim, was the club sponsored by the library. Today nearly every Junior and Senior High School has a highly developed club program. Why should we carry one also? We have neither the time nor the equipment to compete. If we do have clubs, they should come from a spontaneous desire on the part of the children and should be their club, with guidance and direction from the Children's Librarian. If the library has puppets or marionettes, as so many libraries do, the children should make and operate them and also write their own plays; all of these activities based on reading and knowledge gained from our stock in trade —books. If it is a Reading Club, the results should be set down in concrete form, as an illustrated notebook made up of reviews of books by the club members and placed in the Children's Room for the use of all children who come to the library. Children are good advertisers to other children. If a book is "perfect" to one child he tells his chum about it, his chum tells the boy who sits next to him in school and the desire to read that book is created in the minds of many children.

Another vital point for consideration is whether the emphasis of our work shall be inside our library or outside. As has been said before we have cried our wares in the market-place. If it has been well done, we should have confidence in the results. Just as with the story-hour, individual work with the parents and teachers has more far-reaching results than formal speeches to large groups of adults. For such speeches take hours of preparation and an afternoon or evening of library time for presentation.

Today there is more need than ever for concentrated effort inside the walls of our Children's Rooms. Home conditions everywhere are in a deplorable state, father out of work and worried, perhaps trying to take care of the children while mother works, nerves on edge, money scarce. But

why go on with the picture? Isn't it a challenge to us? A challenge to establish the library not as a social center, but as a place for the selection and reading of books and for study. A place where the child may also expect to meet friendliness and interest and understanding. We have something to offer for nothing. Something that we believe in: an "escape from the eternal, tormenting, unappeasable vigilance, the lidless dragon-eyes of contemporary materialism." We should create an atmosphere of kindly purpose within our rooms. Idle loafing should be discouraged. We have a chance to carry the children who come to us far away from the land of materialism and to open up to them wide vistas never seen before. For after all the children come to us of their own free will, because they are seeking something which they believe we have to give them. It is our opportunity to help them see the glamor, the romance and the concentrated interest that lies within the covers of books. It is worth more to reach the individual child than it is to merely serve a great mob of children in a purely mechanical fashion. Of course if we can really reach a large group of children so much the better, but there are only so many hours in a day and so much to be done.

Now as to our book collections. I have left the consideration of these until the last purposely. For after all, they are the reason for our being what we are and we are going to be called on to know and use them in ways that haven't been necessary since the early meager beginnings of Children's Work. If it is necessary to cut down on our purchase, where shall we begin? New books certainly, then picture books, if necessary no books for children below the second or third grade. Basic stock, tried titles we must have and our Reference Collections must be kept in condition. It doesn't matter whether we buy a new juvenile title this week or next year, only comparatively few of them are too important to miss. Recently I had occasion to make up a list of distinctive children's books of the last decade. The list numbered just about fifty, not very many for ten years. One very important point is to read all new books before purchase. This is necessary because publisher's announcements are written to sell the books, most book-reviewing periodicals write not for the libraries alone, but for the whole mass of the people, many books are suitable for home purchase only. If you are unable to get new books on examination, wait until you can borrow them through Inter-Library Loan from some library that has this advantage. Naturally this will mean waiting until the library owning the book is able to spare it for your use. We should decide what place, if any, each new book has in our collections, both on its own merit and also in its relation to other books in the collection. We should know our books, new and old from cover to cover. Not just that *Smuggler's Luck* is a good story with its setting in Nantucket, but that it also gives some idea of the struggle that the Islanders made to stay neutral at the time of the Revolution. *Gao of the Ivory Coast* is a fine story of Africa which contains a detailed description of the termites that build houses twenty-five feet high and someday that information may be needed to answer a reference question. It is not only the text that we need to know, but the end papers, the chapter headings, the head and tail pieces and the text illustrations. We have a wealth of material for the designer and the commercial artist. *Modern Aladdins* by Rush and Winslow contains in its chapter headings many suggestions for journalism and social science topics. There are unlimited possibilities.

How shall we use our book collections, for those who come to us or to send out to the school room? We have our province within our Children's Rooms, heated, lighted, planned for a specific purpose. The schools unless they have well equipped libraries of their own, will always need our help, but it should be specific help. Large sets or deposits of books for leisure reading in the class room will have to be among the first things to be given up, when book collections are affected. Lend to the schools whatever can be spared without handicapping the service to those who come to us. Lend the material that correlates with a project and is of educative value. We need the schools and they need us, but service belongs to the individual child, who through his own initiative has come to us.

Fifty years ago, Mr. William Eaton Foster, that far-seeing librarian, said, "Interested supervision, intelligent guidance should be the conditions attendant on the admission of the young reader to the library." That thought is as true today, as it was then. We have the challenge before us to make our Children's Rooms real libraries and reading rooms, not just parking-spaces along the road.

He that loves reading has everything within his reach. He has but to desire; and he may possess himself of every species of wisdom to judge, and power to perform.

——William Godwin.

The Depression University

By WILLIAM F. STEVENS

Librarian, Carnegie Library, Homestead, Pa.

A GEAR may add to the efficiency of a machine by slowing the speed and increasing the power, or increasing the speed and decreasing the power. Fortunately, the library machine is so constructed that a new gear may be so adjusted that any desired result may be accomplished. The latest test on the library's adaptability is what is commonly known as the depression, panic, hardtimes, an economic catastrophe, or a psychological spasm brought on by hunger or a fear of hunger.

George Bancroft, the historian, in his "Miscellanies," in an address in 1854, on "The Progress of the Human Race" says:

"The love for others and for the race is as much a part of human nature as the love of self; it is a common instinct that man is responsible for man. No practical system of social equality has yet been declared; it does not follow that none can be devised. The good time is coming when humanity will recognize all members of its family as alike entitled to its care; when the heartless jargon of overproduction in the midst of want will end in a better science of distribution; when man will dwell with man as with his brother; when political institutions will rest on the basis of equality of freedom."

In the days of Burns, it was "Man's inhumanity to man makes countless thousands mourn." Principles are eternal; we profit by them only as we practice them. Our homes, our schools, our churches; all other institutions aim to promulgate the principles of man's humanity to man. Our high morale depends upon our practice of right thinking. The force that makes us think is the force back of all progress and the cause of our safe and sane living.

The power of the book is beyond all calculation. When we say that 162,000,000 books in 11,000 libraries were read by 17,500,000 people out of a population of 125,000,000, we touch on only one of the high spots. The press with 23,000 periodicals having a circulation of 50,000,000; the radio, the pulpit, and daily conversation, all perpetuate a post graduate force that is only begun by our educational institutions. This sounds a little like the literary astronomer calculating the distance of Emerson's star.

We should respect most highly the book that makes us think. Fully 40 per cent of library reading is of that class. There has probably never been a time in our history when the need and demand for the service of the book has been as great as at the present time. Next to food and work, the service of the library is greatest. Exhibit one is the universal demand for library books. The demand on the library has never been greater and the support per units of service has probably never been less. Interest on the part of the reader always places the book at a great advantage. In this great impetus for reading there is opportunity for order which is best supplied by the educator (*educere*, to lead) and creates a condition of powerful service as contrasted with a mob of books.

In some libraries, this idea is exemplified in the "Reader's Advisor." In the Carnegie Library of Homestead, Pennsylvania, it has taken the form of a "Depression University." This idea was developed by Rev. H. M. Eagleson of the Whitaker M. E. Church, which church the school soon outgrew. The first meeting was held August 30, 1932, with six students. The students are graduates or semi-graduates of High Schools and Universities. The teachers who are graduates of Colleges and Universities volunteer their services in leading the study of 500 matriculates in this "True University of These Days" whose background is a large part of the 40,000 volumes on the shelves of the library.

Could any gear be made to fit in the universal service of the library more appropriately than this spontaneous demand on the part of the young people of a community where otherwise idleness stares them in the face and funds forbid them in many cases to go back to their respective schools? Fortunately, this library is built for directed study or reading in groups. It has, at least, eight rooms and an auditorium that are adaptable to this type of service. The studies this semester are Shorthand, Trigonometry, Economics, Business Arithmetic, Physics, Spanish, Drama, English, Child Training, History, Public Speaking, Business Law, and an appropriate and inspirational address each week given to the entire school in the Music Hall.

It is in this Music Hall, which is thoroughly equipped for theatrical work, that the Dramatic section will do its practical work; and it is hoped that this group of players will develop into a Little Theater. As many as seventeen different amateur dramatic groups have each put on one or more plays during a single season. This expression as well as the unusual number of books on plays drawn from the Library indicates a wholesome interest in the drama and accounts for this large class in drama. The studies in this

curriculum are selected by vote of the students. The Library is in position to furnish most of the collateral reading and some of the text-books. When the student has to buy his text-books, that cost comes near being his entire expense. Many of the text-books have been purchased by funds raised by plays and dances.

An inquisitive friend asked the question, "What is the use of this kind of schooling?" It is as much use as if done in the University. What these students lose in super-professional and often impractical direction, they gain in selecting their studies from the standpoint of interest, without which good teaching cannot be done. In the College, the faculty selects studies for the student that other institutions of learning have selected, or the faculty thinks necessary to prove the worth of a degree. No one has ever suggested that the work of the Depression University should be honored with a degree; but there is no good reason why credits should not be given on the various subjects if the student can produce a favorable demonstration.

Fully one-third of these 500 students are young women; the other two-thirds are men from the age of 18 to 25. The oldest student is 70 and his study is Psychology. These students are at the age when they know what they need to accomplish the service they propose to follow as their life-work. They are not concerned so much about Greek and Calculus as they are about Economics in which they are engulfed. These students want life adequately expressed as told in the drama; physics, the laws of nature and their adaptability which accounts for progress; our language and how it functions in contact and culture; the picture of the fact and imagination of the human race as in history; psychology, or the laws of adequate thinking, the cornerstone to success; public speaking which bespeaks the power of one mind over another; enviable culture first which respects love and then law. The University code has nothing on this Depression School when it comes to ethics for life and a living.

Popular education is more and more becoming inoculated with sports. Let us refine it by saying "physical culture." The old triangle—mental, moral, and physical—will never wear out. The Carnegie Library of Homestead is well equipped to live up to this ideal. It has under the same roof, a Public Library, an Athletic Club, and a Music Hall. These students, many of them, belong to the Club, where they take advantage of the use of the gymnasium, the billiard tables, the swimming pool, and bowling alleys. The Boy Scouts, 600 strong, have headquarters in the library building and their work is highly educational. If a bath and a book are each counted a unit of service, then the total for the past year was 413,000, and since the beginning of the Library in 1898 the total in all departments is 23,608,435.

In conclusion, it is fitting to mention the forty-one Literary and Study Clubs in this community. Many of these clubs do study work as successfully as most institutions of learning. The total membership of 1,418 is quite as large as many small colleges. Add to this 500 students in the C. M. Schwab Night School which had its origin in the Carnegie Library; then plus the enrollment of 500 in the "Depression University" which gives a grand total of 2,418 students attending the "True University of These Days" which as Carlyle says "is a collection of books."

Even such a brief survey of the situation as we have been able to make in this unpretentious volume leads to the conclusion that there are millions of Americans who actually want books—good books—but who either do not know they want them or do not know how to use them. If publishers, librarians, and booksellers can reach these millions, they will be raising the level of American civilization. Whether they do this for money, for glory, or for love does not matter in the least.

——R. L. DUFFUS.

Books, Their Place in a Democracy.

The West New Brighton Branch Library Of The New York Public Library

By ROBERT R. FINSTER

Editor of Publications, The New York Public Library

THE WEST New Brighton Branch Library, at the south-west corner of Castleton and North Burgher Avenues, Staten Island, was open for inspection during the afternoon of March 29, and for full operation on April 1.

In this populous, long-settled community of Staten Island, served for several years only by a sub-branch in rented quarters, a strong demand from the reading public had arisen for a real branch library in a building of its own. To the Borough President of Richmond, the Hon. John A. Lynch, is due much gratitude for obtaining, with the full support of the residents of the region, authorizations for purchase of a suitable site, for the erection of the building, for its furniture and equipment, its stock of books, and the improvement of the grounds.

The construction of the building, largely carried on in 1930, was in direct charge of the Hon. Cornelius A. Hall, Assistant Commissioner of Public Works, Borough of Richmond, acting for the Commissioner, the Hon. David S. Rendt. Difficulties in financing the operation of the library in this period of financial stringency, delayed somewhat the opening of the building for circulation of books.

Left: *The West New Brighton Branch Library Constructed In 1930 And Opened For Full Operation April 1, 1933*

Below: *The Charging Desk, Back of Which Is An Alcove Reference Room, And The Reading Room For Adults*

The Messrs. Sibley and Fetherston, architects, planned a building well suited to the purpose and, at the same time, distinctive in appearance, attractive inside and out. Within the somewhat narrow limits of arrangement possible for a small library, the West New Brighton Branch Library building presents some interesting variations from the usual plan. The whole main floor, flooded with light from windows with such unobstructed views as are far from common in branches of the New York Public Library, gives a feeling of spaciousness even greater than is warranted by the liberal dimensions of the rooms.

Behind the charging desk, opposite the entrance, is a roomy alcove for consultation of the reference books which line the walls. The west wing of the building forms the reading room for adults and is forty feet long by thirty feet wide. The woodwork (wall panelling, tables, desks, and chairs) is of oak finished in a greenish gray. This oak panelling is continued in the high frames of the fireplace at the far end of the adults' room and the arched central window at the opposite end of the building, in the children's room. On each side of the fireplace is a high-backed bench, and under the windows at the end of the children's room is a long low bench extending almost the whole width of the room.

At the right of the entrance is the office of the Librarian, Mrs. Mary J. Bowles. In the basement, in addition to the heating plant, are the spacious assembly room, a staff room, a work room, and lavatories.

The building, of vari-colored brick, trimmed with limestone, faces on Castleton Avenue, with a frontage of 130 feet—and a depth on North Burgher Avenue of 175 feet, which will make possible the development of an informal park.

On March 29, when the building was first opened to public view, many of the residents of West New Brighton who had long watched for this event came to look their new building over and to admire the large rooms lined with fresh new books in gay dust jackets. A fire in the brick fireplace, flowers on the tables and the window ledges added to the general air of comfort and hospitality. The people seemed to welcome and approve their new library in a comfortable neighborly way, as is characteristic of communities in Staten Island, where the old towns now a part of the great city still retain many of the old village ways.

This West New Brighton Branch Library, the forty-fifth branch outside the Central Building, is the sixth branch building to be constructed from funds not a part of the Carnegie Gift. It is, however, unique in The New York Public Library system, in that it was built wholly from city funds on a site purchased by the city, that the project of such a building was conceived by the community itself and its political leaders, and that funds for site, building, furniture and equipment, and books, were secured through the combined efforts of the people and their representative in the Board of Estimate and Apportionment. Not until the building had been completed and equipped was it turned over by the Borough President to the Sinking Fund Commission of the City of New York with the request that it be transferred to the Trustees of the New York Public Library for administration. This transfer was voted by the Commission on October 19, 1932.

The amount authorized by the Board of Estimate and Apportionment, in March, 1929, for the construction of the building, was $75,000. For the original site, and an addition thereto, there was voted $35,000; for stock of books and their preparation, $25,000; for furniture and equipment and for improvement of grounds, $15,000.

Over the main entrance is inscribed the word "LIBRARY." In the entrance vestibule, on the right-hand side as you go in, is placed a bronze tablet bearing the following inscription:

WEST NEW BRIGHTON
BRANCH OF THE NEW YORK PUBLIC LIBRARY

AUTHORIZED DURING THE ADMINISTRATION OF
MAYOR JAMES J. WALKER
AND ERECTED IN 1930 BY
JOHN A. LYNCH
PRESIDENT, BOROUGH OF RICHMOND
DAVID S. RENDT
COMMISSIONER OF PUBLIC WORKS
CORNELIUS A. HALL
ASSISTANT COMMISSIONER IN CHARGE OF CONSTRUCTION

SIBLEY AND FETHERSTON, ARCHITECTS
DEHAN CONSTRUCTION COMPANY, BUILDERS

Every unread book is a new book.

——THE BOOK SCORPION

The Library Problem with Respect to Social Science Source Materials*

By JOSEPH MAYER

Consultant in Sociology, Library of Congress, Washington, D. C.

IN OPENING the discussion on the topic assigned to me, I thought it well to have before us, in general outline, what the Joint Committee of the Social Science Research Council and of the American Council of Learned Societies (at whose request this round table has been arranged) proposes to do and has already accomplished with respect to the broader problem of materials for research as related not only to libraries and the field of social science, but to all the institutions and disciplines included in its survey. The opening sentences of its report published in May, 1931, present the issues admirably. I quote from pages 73 and 74.

"The social sciences and humanities have developed in a necessary dependence upon institutions which have other functions than those of research. The scholar relies upon the publishing trade, the government, the library system, and the educational system for an indispensable apparatus. Disharmonies between the interests of these institutions which serve research incidentally, and the interests of research itself, are evidenced in the divergence between scholarly value and commercial value in the publishing trade, in the problem of the use of impermanent papers in commercial and government publications, in the problem of secrecy in government archives, in the compromise a library must make between bibliophile and research standards of value in acquisition, or between educational and research practices in administration, and finally in the tension present throughout the university system between the requirements of teaching and those of research. . . .

"In the past thirty years there has been an extraordinary increase in America's investment in research materials, but despite the enormous expansion of libraries, universities, and research institutes, the need for materials has outrun the available resources. The scholars have included in their interest a wider range of documentation, and have assumed wider responsibilities toward society. The output of printed matter increases by geometric ratio, so that libraries must count on doubling their capacity every twenty years. The whole problem has been further complicated by the increased use of perishable paper in printing. In the presence of this situation, the Social Science Research Council and the American Council of Learned Societies set up a joint committee on research materials to survey America's total equipment for research in the social sciences and humanities, to bring to light unnecessary omissions or duplications, and to review the entire establishment of libraries, historical societies, research institutes, museums, and archives as if it were one vast national enterprise committed to a common purpose of providing material for research."

The first action of the Joint Committee was to arrange for two surveys: one, of the activities of the American agencies which collect, organize, or publish materials for research; the other, a survey of neglected categories of research which are not adequately cared for at present. It is in connection with this second inquiry that various learned societies, including the social science societies, have been asked to provide in their annual meetings for 1931, opportunities for the discussion of categories of research materials pertaining to their disciplines. From these combined discussions the Joint Committee hopes to secure "an adequate conspectus of the needs of all the social sciences and the humanities."[1]

While these surveys are in process, the Committee is giving immediate attention to three matters regarding which the collecting and preserving machinery in the United States is known to be somewhat inadequate, viz.: with respect to newspapers, organization records, and ephemera. Several approaches are being made to the newspaper problem: first, to preserve newspapers from disintegration; second, to reproduce them photographically at less expense and bulk; third, to discover which sections of the country are underequipped with newspaper records and which are unnecessarily duplicative. As for the preservation of the records of such organizations as welfare societies or business concerns, the Joint Committee has thus far focused attention primarily upon the dearth of historical business documents, but for the social scientist such a lack is of course only part of a much larger need, viz., that of preserving the records and statistics of boards, commissions, agencies, associations, and the like, dealing with education, health, sanitation, recreation, prisons, reformatories, charities, housing,

* Paper presented before a Round Table on Materials for Research, American Sociological Society, held at the Cosmos Club, Washington, D. C., December 28, 1931; subsequently brought up to date, with most recent statistics incorporated and further developments indicated.

1 Progress in these inquiries is indicated in "Survey of Activities of American Agencies in Relation to Materials of Research in the Social Sciences and the Humanities," by Franklin F. Holbrook, published by the Cooperating Councils, Washington and New York, 1932; "Minutes and Annexes" of the meeting of the Joint Committee held in Washington, D. C., March 11 and 12, 1932; "Preserving Social Science Source Materials," by Augustus Frederick Kuhlman, *Bulletin* of the American Library Association, March, 1933; "Shortcomings of Government Documents and Suggested Remedies," by Jerome Kear Wilcox, THE LIBRARY JOURNAL, March 1, 1933.

city planning, licensing, inspection and regulation, and other forms of social welfare and control, of political parties, of courts of law, of certain other federal, state, county, and local agencies whose records are now inadequately preserved, of religious bodies, fraternal orders, protective associations, and of the learned societies themselves. It has already been suggested that these additional needs be called to the attention of the Joint Committee by the American Sociological Society. Ephemera, the third category with respect to which the country's collecting and preserving machinery is relatively inadequate, have to do with unbound materials, circulars, book jackets, handbills, programs, advertisements, broadsides, and the like.[2]

The social scientist is naturally interested in these three categories of somewhat neglected materials and probably in others, as it will be the purpose of these discussions to bring to light. The library's problem with respect to them is, as I see it, mainly one of further elaboration, administration, and cooperation, for its machinery, especially in the larger library, is not so much inadequate as it has not yet been fully applied to the more or less elusive data in question.

At the Library of Congress, for example, there are at least six divisions which, it would seem, already have the equipment necessary for assembling, storing, indexing, and making available to research workers in the social sciences, these additional source materials.

One is the division of manuscripts with its special apparatus for taking care of data in unbound and ephemeral form and its unique collection of photostatic reproductions. This division is devoted primarily to American history, and its resources have recently been greatly augmented through a generous grant ($450,000) from Mr. John D. Rockefeller, Jr., for the acquisition of photostats of material in European archives bearing on American history. More than 500,000 documents are thus being made available to American historians who are having increasing use of the division's apparatus, which includes the sale of photostats and their circulation through the interlibrary loan system. Regarding this material, the chief of the manuscripts division, Dr. J. Franklin Jameson, had the following to say in his 1932 report, page 60:

"Photostat copies of any of the Library's photostats, or enlargements from its films, can be obtained at prescribed rates. Request for them or for interlibrary loan of photostats or enlargements will be facilitated by observing the fact that these reproductions are kept in the same order in which the originals are kept, and are marked with the same reference numbers or other designations which the originals bear in the archives or libraries where those originals are preserved. While it is not practicable to put forth in print any really satisfactory guide to the collection until the project has been completed, a descriptive inventory list and a journal of the accessions have been prepared and will be kept currently as means by which, it is hoped, the needs of investigators may in the meantime be measurably satisfied."[3]

Whatever social science data there is in this vast collection is of course indirect, more important types having already been indicated above. The point here is that suitable apparatus is in successful use for making available unbound and ephemeral source materials. Its extension to the field of social science would seem to await only the acquisition of the additional data and suitable provision for their administration.

Another division is that of maps. The importance of a comprehensive map collection to the student of cultural geography needs no particular emphasis here. But it is relevant to the problem of the proper care of material now relatively neglected to point out that the apparatus of a large map division, as at the Library of Congress, is such—involving, as it does, the care of manuscript maps and views, as well as printed maps and atlases; the exhibiting, photostating, repairing, mounting, titling, classifying, and cataloging of such unique material; and the making of it available for users to the extent now of over 10,000 items a year—that no really different equipment is needed for the care of statistical charts and graphs of social, economic, and political conditions, which are now among the relatively neglected materials. The problem here again is largely one of suitable administration.

The division of documents of the Library of Congress is a third division to be considered in this connection. Here are housed, so far as it is readily feasible to secure them, the official publications of federal, state, county, and local governments the world over. It would doubtless lead to confusion and division of interest if a vast supply of additional unofficial publications—the records of the organizations, societies, boards, commissions, and agencies mentioned above—were sent to the documents division. But the unofficial publications logically begin where the official documents leave off and the apparatus employed for the latter could readily be applied to the care of the former and of the many border-line records now also neglected. Temporarily the additional published and unpublished social science research records and statistics here envisaged could doubtless be cared for through such divisions as those

2 There are for the United States good current bibliographies covering books copyrighted and books issued through the book trade (*Catalog of Copyright Entries* issued by the Copyright Office, and *Cumulative Book Index* issued by the H. W. Wilson Co., New York City), but no current bibliography covering ephemera and publications of political, fraternal, religious, labor, charitable organizations, etc. In Germany recently the Deutsche Bücherei of Leipzig, which issues the weekly trade bibliography, has undertaken to issue a semi-monthly list of ephemera and miscellaneous publications not in the book trade.

3 Announcement is made by the Library of Congress in March, 1933, of the receipt of a bequest from the late James Benjamin Wilbur, part of the income of which will be available for the expert treatment of this material.

of documents, maps, manuscripts, and two or three others, but it would ultimately seem desirable that a new division be created for the social sciences—say a division of records and statistics—which would utilize existing library apparatus in now relatively neglected fields.

The law library is another Library of Congress division pertinent to the present discussion. Here might be housed, if only for a time, certain court records and records of political parties and of voting for federal, state, county, and local officials. Its expert staff would be particularly valuable with respect to court records. Much material of interest to the social scientist is already housed in the law library of Congress. For example, recently it has acquired seventeen typewritten volumes of over six hundred pages each, constituting the first complete English translation of the Code of Justinian and related rules and opinions, than which there is probably no more significant corpus of social science source data in existence anywhere pertaining to the life of the Roman Empire and the foundations of later medieval society.

The importance for social science research of adequate files of periodicals, such as newspapers, journals, proceedings and transactions, almanacs, annual reports, yearbooks, and the like, is being increasingly felt by investigators. The resources of the Library of Congress in these respects are comprehended in two important divisions—the periodical and the Smithsonian—and are already well known to social scientists. They have only recently been utilized to good effect by some of those here present. The number of separate periodical items received at the Library of Congress during the last fiscal year was nearly 170,500, including 950 files of different newspapers, 165 of which are foreign and 785 American. The Smithsonian deposit now includes "sets of the reports, proceedings, and transactions of the learned institutions and societies of the world, including in most instances the earliest numbers" of these series. Here the problem with respect to additional social science needs is largely one of increasing further the Library's already vast collections and possibly, as an immediate contingency, of helping secure a special subvention to eliminate the present arrearage in binding, to prevent deterioration and loss and to increase the availability for research use, pending the time when the bindery itself may be considerably enlarged—another purely administrative consideration.

Increased facilities and personnel in all these Library of Congress divisions, as well as in others, and the possible addition of another division to deal particularly with neglected social science source materials, are very much needed if the interests of social research are to be more adequately served there. Besides stressing the need for increased bindery facilities for the periodical division, the Superintendent of the Reading Rooms has this to say in a recent report: "The collection of periodicals in this Library is, perhaps, unequalled in the Western Hemisphere. If the volumes on our shelves were to be analyzed by authors, subjects, and titles, our informational resources would be greatly enlarged." Dr. Jameson reports that the cataloging of manuscripts is considerably behind, the present staff being able to keep up with current accessions only. The "line" divisions of accessions, cataloging, and classification are even farther behind in their activities, and since the care of printed materials pertaining to social science (i. e., sociology, economics, and political science) constitutes by far the greatest burden, as will be indicated presently, it would help materially if supplementary expert assistance under the jurisdiction of the librarian could be provided by private grant to apply particularly to this field. The Library of Congress now has around 4,500,000 printed books and pamphlets, exclusive of manuscripts, maps, music, and prints, which probably cover more than 4,000,000 additional items. Of the 4.5 million printed volumes, 2.9 millions have (through the fiscal year 1931-32) been classified under the new classification scheme. Of these almost one fourth lie in the field of social science (700,110) whereas American history contains only 204,180 volumes and other history 244,130. The next largest classified group to social science is language and literature, with 271,600 volumes as against 700,110. American history with less than one-third the size of the social science printed collection has been provided by private endowment with a "chair" at the Library of Congress, with the result that the Library is becoming the greatest center for historical research in the country. The creation of a "chair" of social science should be likewise instrumental, if a division of records and statistics is also provided, in bringing social science investigators into satisfactory contact with the basic source materials they now so much lack.

As for wider cooperation between libraries and other agencies designed to assist the social science research scholar, the Joint Committee of the Social Science Research Council and the American Council of Learned Societies on Materials for Research has made the following suggestions: (1) that a survey be undertaken of the state of local archives throughout the country; (2) that, for the care of unbound materials in libraries, a new primer or handbook be prepared; (3) that a greater division of labor between libraries be worked out; (4) that the regional principle of collaboration between libraries be more fully utilized in the acquisition of bulky materials and in the collection of business history and like data; (5) that, in view of the projected organization

of the National Archives in this country, a survey be made of the practices of governments in the destruction of archives; and (6) that a clearing house of photographic reproductions of research materials be provided, appropriately at the Library of Congress. I believe we may confidently look to the Joint Committee to develop these and similar suggestions for cooperative enterprise in a satisfactory manner.[4]

Several notable cooperative ventures, as bearing on the topic of our discussion, are now under way at the Library of Congress. One is the Union Catalog, made possible by another generous grant by Mr. John D. Rockefeller, Jr., of $250,000, providing, in the words of the Librarian of Congress, "for the development of the bibliographic apparatus which forms the basis of our service as a bureau of information in aid of research." There are now nearly fourteen million cards in this Union Catalog. Another cooperative project, made possible through a grant by the General Education Board, consists in the "preparation of a catalog of all classical and medieval manuscripts—Greek, Latin, and vernacular—of date prior to the sixteenth century, which are to be found in the United States and Canada, in public and, so far as is permitted, in private collections. Books, manuscripts, documents, and papyri are all" included. This census of classical and medieval material should provide an important basis for certain types of future sociological as well as historical research.

So much for the problem of enlarged facilities of apparatus and personnel at a great central depository like the Library of Congress, and for national, regional, and local cooperation between libraries and other agencies with respect to social science source materials. Some of this is quantitative in import, merely doing on a more comprehensive scale what had previously been done to good research effect in the best of the large libraries. The more significant features, however, are also qualitative in import, especially as they concern certain unique facilities for research developed in recent years at the Library of Congress. Such specialized divisions as fine arts, music, Chinese, Semitic, and Slavic literature are, of course, to be found in some other large libraries also, but I venture the opinion that there is no other library in which these specialized services as a whole have been carried to the degree of perfection that they have at the Congressional Library, especially in the creation of "chairs" and consultantships, which provide for a group of specialist-advisers, now numbering sixteen, scholars in their respective fields of learning, as an auxiliary to the regular Library staff.

It is interesting to note that during the past fiscal year, the third for this new and unique interpretive service in aid of research, 820 mature investigators used the study rooms and study tables of the Library, among them eighty-one representatives of twenty-three foreign countries. This constituted a 33 per cent increase over the preceding year. What the Congressional Library already offers to the research scholar is well summed up in the 1931 report of the Librarian. I quote from pages 378 and 379:

"The printed books and pamphlets in our collections now number alone in excess of 4,300,000 items.[5] This collection has been practically built up during the past quarter of a century. The effort over this period of years was to provide a well-balanced collection in each field of learning and in addition provide also the technical apparatus (catalog, classification, etc.) to make the material quickly available. That having been accomplished, the next logical step was the expansion and development of our physical facilities (study rooms and study tables) to provide every convenience in the scholarly use of the material. And when the size and character of the collections and the complexity of our classification are considered, the need for specialized interpretation as a fitting climax to these other developments was quickly realized. That this need has been met in the provision for consultants is apparent from the appreciative acknowledgments that have come from the investigators who are now using our collections in ever-increasing numbers. The wide experience and scholarly training of these consultants are available to all investigators who may wish to take advantage of our research facilities.

"The aid rendered by the consultants is of diverse character. They discuss with the investigator his problem, interpret our collections, point out likely sources of information and material, furnish highly specialized information by correspondence, clear up important lacunae in our collections by recommendations for purchase, cooperate in advising as to specialized lists of references, suggest methods of procedure besides advising as to matters of style in the preparation of manuscripts, and in many instances exert a profound influence through constructive criticism. And their usefulness is constantly expanding. This is instanced during the past year by their aid to a number of distinguished scholars on official Government missions studying what America is doing to meet certain problems. To these they were of invaluable aid in interpreting not only our own source material but in indicating to them source material available elsewhere and in advising as to the establishment of contacts in the furtherance of their studies."

Besides the consultantships, the Library of Congress now maintains the following Chairs: of Music, Fine Arts, American History, Aeronautics, and Geography. A Chair of Social Science would make a sixth. As in a university, a chair at the Library of Congress implies an endowment, but not for teaching or research, except in the sense that it promotes the latter. Its purpose is interpretive, which involves something more than the mere administration of the collections in the ordinary way. Qualifications beyond the usual technique are required, particularly a specialist

4 For recent developments see references in footnote 2 above.

5 Then about 200,000 less than at present.

knowledge of a given field of learning and experience in its methods of research. By adding the income from private endowment to a government stipend for the administration of the division to which the chair is attached, the total compensation ensures for the holders of these chairs specialists comparable in training and standing with full professors in a university.

An important problem with every library is the necessary increase in its physical equipment to accommodate additional needs. This would seem to have been solved for some time to come at the Library of Congress by the authorization in 1930 of $6,500,000 for the actual construction of an Annex to the present library building, an adjacent site having previously been selected. Appropriations have been delayed but should be forthcoming in the near future.

It is such considerations as these, in viewing the library problem with respect to social science source materials, which have led me to the conclusion that at the Library of Congress all the essentials of apparatus and service are already provided and that further elaboration, administration, and cooperation, along the lines established and in process of being worked out, will make available to the social scientist the neglected source data for which he now seeks.

April, What Wonder-Working

April, what wonder-working beauty in your hand!—
That cups the world this day as craftily
As my five winnowing fingers hold
This lump of drab wet sand
And change it into thin-blown swirling gold
By magic of my breath, the sea
Spangling a foam on it, the sun
Glinting its liquid yellow on the dun.

Your mellow showers that start the cherry's blood
Bounding to every beauty-swollen bud,
Until the petals swarm and swim
Like crimson millers on the cherry limb;
Your breath, so fragrant with wet loam, so cool,
That bends the anemones and billows
The dripping green of ferns and willows
Into each woodland pool;
Your rattling rains that drum
Alert the companies of wild goose-plum—
These quicken the once dead earth,
Call up the miracle of glad new birth,
And conjure the colors of a lovely dream to come.

Hold me, O April, with your cool blue-fingered rain,
And wash me free of winter-bitterness and pain;
Renew me, April, root and stalk and leaf,
As any budding bough or blossoming sheaf.

——LEW SARETT in *Wings Against the Moon.*

The Reader Receives New Consideration

By LOUIS R. WILSON

Dean, Graduate Library School, University of Chicago

FALLING library revenues and mounting records of circulation have seemingly largely monopolized the thought of librarians recently. Curiously enough, however, they have at the same time focussed attention on the reader—an attention which has been steadily increasing during the past decade, not only on the part of librarians, but workers in allied fields. Although he has always been carefully kept in mind by librarians and publishers as a "general reader" or "purchaser," his interests, capacities, and reading needs have never been as thoroughly studied as they are being studied today. Librarians, publishers, journalists, college administrators, leaders in the field of adult education, and others sense the fact that he is confronted with a state of transition and are striving to understand him as a vital, human individual and to meet exactly his reading needs as they have never done before. This does not mean that when he enters a library or a bookstore he is required to undergo a "reading aptitude" test comparable to the "college aptitude" test of the present day college entrant. But it does mean that an increasingly serious effort is being made to fit his reading to his interests and abilities so exactly that it will yield him and society the greatest possible profit—an effort which should have great significance for the future.

This paper is concerned with this new consideration of the adult reader. Its purposes are three: first, to point out the fact that the adult reader as such is being brought under a new kind of review; second, to indicate the nature of some of the more important recent studies on the subject; and third, to suggest the direction which such studies may profitably take in the future.

In the college library field, evidence that the reader—in this instance the college student—is being seriously considered is abundant and immediately at hand. He has been set in the center of the scene, and the total effort of the college library has been directed toward him. This effort has assumed a variety of forms. First of all, the college library has been the subject of a number of significant books, articles, and surveys within recent years, several of which have dealt exclusively with student reading.[1] Its assumed functions as an educational agency have been stated. Its physical and financial requirements have been carefully described. The qualifications of its staff have been indicated. The book needs of the student have been considered in such lists as those by Shaw, Hilton, and Hester.[2] Approximately $1,000,000 has been made available by the Carnegie Corporation to eighty-one colleges for meeting book-needs. The North Central Association is preparing new standards which will transfer principal emphasis from such matters as number of volumes, seating capacity, and per capita expenditure to character of materials and their use in such way as to insure their maximum contribution to educational effectiveness. The Advisory Board of the American Library Association on College Libraries is proposing a study to determine methods of assigning parallel readings which will yield the greatest educational returns—a subject which the American Association of University Professors is also studying; browsing rooms and dormitory libraries have increasingly been developed; and general courses largely based on books, as in the "new plan" of the University of Chicago, and honors courses are being utilized in such a way as to bring the reader and the proper book together under the most advantageous circumstances.

The part which college administrators are taking in this movement is very significant, and, to college librarians, most heartening. Two new books, by President E. H. Wilkins[3] of Oberlin and Dr. Alexander Meiklejohn[4] of the University of Wisconsin, place a new emphasis upon the reader and the books to be read, although the college library has not been singled out by either

1 Floyd W. Reeves and John Dale Russell, "The Relation of the College Library to Recent Movements in Higher Education," *The Library Quarterly*, Vol. I, No. 1, 1931; A. F. Kuhlman, "Some Implications in the New Plan of the University of Chicago for College Libraries," *The Library Quarterly*, Vol. III, No. 1, pp. 21-36, 1933; Leon Carnovsky, "The Dormitory Library: An Experiment in Stimulating Reading," *The Library Quarterly*, Vol. III, No. 1, pp. 37-65, 1933; Alvin C. Eurich, *The Reading Abilities of College Students*, University of Minnesota Press, Minneapolis, 1931; Alvin C. Eurich, "Student Use of the Library," *The Library Quarterly*, Vol. III, No. 1, pp. 87-94, 1933; Leal A. Headley, *Making the Most of Books*, American Library Association, Chicago, 1932.

2 Charles B. Shaw, *A List of Books for College Libraries*, New York, 1930; Eugene Hilton, "Junior College Booklist," *University of California Publications in Education*, Vol. VI, No. 1, pp. 1-84, Berkeley, 1930; Edna A. Hester, *A Junior College Booklist*, Chicago, 1931.

3 Ernest H. Wilkins, *The College and Society*, The Century Co., New York, 1932.

4 Alexander Meiklejohn, *The Experimental College*, Harper and Brothers, New York and London, 1932.

author for special consideration. In *The College and Society,* President Wilkins outlines plans for the establishment of a new kind of college which through a three-year course will train its students how to live intelligently as members of society. He is less concerned with their preparation for the professions or advanced study in special fields, which he considers the function of the present liberal arts college and university, than with the general education of the great number of students who have no intention of fitting themselves into the patterns of education now provided, but who, under the present college program, fail to receive training for intelligent participation in community life. He is not concerned with the organization and administration of the library, but places bibliography and the use of library materials among the "mental tools" which the student must use to make this adjustment properly. In this new curriculum, reading takes the place of some of the present vested academic interests.

In *The Experimental College,* Dr. Meiklejohn develops a similar idea. He describes the experiment carried out under his direction at the University of Wisconsin, in which students, guided by faculty "advisers," used books as the basis of the curriculum and the source of ideas essential to preparation for intelligent living. He holds that the college should direct its teaching in such a way that the student will learn to think intelligently rather than merely acquire information or train himself for a profession. Books should constitute the source of the student's ideas and the medium through which the development of this sort of intelligence is possible.

Turning to the public library field, "service to the reader" is the basic assumption on which the public library rests. The whole development of the American public library has proceeded from this point of view. The "Reading with a Purpose" series, now represented by sixty-seven titles, affords excellent evidence of this new emphasis. Here a distinct effort is made to orient the public library reader in a given subject and afford him reasonably sustained guidance concerning it. *Libraries and Adult Education,*[5] published by the American Library Association for the Commission on the Library and Adult Education in 1926, is another important example of this new interest. It contains reports of programs and practices of various agencies, such as university extension divisions, workers' education classes, alumni reading courses, *et al.,* employed in reaching American adult readers, and the library's relation to them. Three major needs were clearly recognized by the Commission in promoting such work and were seriously called to the attention of librarians, teachers, and others. The first, brought to the attention primarily of librarians and teachers, was the necessity of directing the reading of pupils in school in such way that upon their transfer from school to adult life their interest in books would be continued. In the opinion of the Commission, more than a million pupils were making this transition annually, but owing to the failure of teachers, librarians, and publishers to provide them with materials adapted to their needs, their interest in reading suffered a sharp decline once the transfer had been made. Reading materials adapted to the requirements of adults whose achievement in reading was limited but to whom materials prepared for children made no great appeal, constituted the second need. A sub-committee of the Commission concerned itself with the possibility of interesting librarians and publishers in the selection of "readable" books on subjects which would promote the social and educational welfare of such groups. The third need was the addition of persons to library staffs who were competent to advise individual readers in the choice of fields of reading and to suggest books which would enable the reader to carry on his reading successfully within the field.

The whole conception of the service of the comparatively new office of the readers' adviser is based upon the library's realization of its obligation to individual readers and groups. The work which is going on quietly at the desks of these members of library staffs is at present of an exploratory character and is in accord with that spirit of the library "which is always inventing new ways of giving library patrons more than they know how to ask for."[6] It is steadily, though somewhat unsystematically, increasing the knowledge which librarians have of their clientèles and of the materials which they possess with which to meet their specific needs as such are progressively defined. The depression, with the increased library attendance and demand for new orientation of readers with which it has been accompanied, has still further emphasized the desirability of this thoughtful, analytical, and as yet unrecorded, but fruitful service.

Similar consideration of the reader has also been evidenced on the part of investigators in the fields of adult education, librarianship, and publishing. This evidence is contained in at least four notable books, which have appeared since the publication of *Adult Learning* by Thorndike in 1928, which dealt with the individual's capacity to learn at different periods of his adult life.

5 *Libraries and Adult Education,* a report of a study made by the Commission on the Library and Adult Education, American Library Association, Chicago, 1926.

6 Mary Antin, in *Report of the Director of the New York Public Library,* 1931.

Gray and Munroe,[7] Duffus,[8] Waples and Tyler,[9] and Cheney[10] have approached the subject from different angles and have reached conclusions of importance to everyone engaged in work with the actual or potential reading public.

In 1929, Gray and Munroe, in *Reading Interests and Habits of Adults*, presented the results of a study undertaken by them at the request of the Committee on Reading Habits of the American Association for Adult Education and the American Library Association. In this study, they considered the distribution of reading facilities and the reading habits of different social groups of adults in America. They summarized the results of seventy-five previous studies in the field and presented data concerning the circulation of newspapers and magazines throughout the nation, the number of books and their circulation in public libraries, the per cent of the total population without library facilities, the number of books in rural homes in a given area, types of books in farm homes, subjects of individual reading courses, case studies of readers, and statistics of illiteracy and farm tenancy. They found that what adults presumably read is increasingly large in amount and very unequally distributed among sections of the country, occupations, age groups, groups differing in number of years of schooling, and different social environments. They also found that to a surprising extent the reading activities studied could be described as unsystematic and inconsequential. The picture outlined by them assumed the nature of a cross section of the reading facilities and habits of the United States, and in that respect served as a point of departure for other investigations in the field.

Books, Their Place in a Democracy, by Duffus, and *The Economic Survey of the Book Industry, 1930-31*, by Cheney, approached the subject from other directions. Duffus undertook a survey of the publication and distribution of serious, non-technical books in America. He presented no tables or statistical graphs. However, he summarized the statistics of books in libraries, library circulation, population with and without library service (compiled by the A.L.A. Committee on Library Extension in 1926), sketched the growth of the book trade and publishing up to the present, described the methods of selling and distributing, reviewed the growth of libraries and the service to rural communities, and reached the conclusion that, judged by any appropriate standards, there could be no doubt that on the average Americans at present read too few books, a situation which he thought could be modified for the better if more books were written and published on subjects which were known to be of interest to people who did not read books at all or read them only occasionally. In addition, he pointed out ways in which Americans—particularly American librarians and the book trade generally—could effect this change so that it could be said seriously and with truth that the American public can and does read extensively and intelligently.

The Duffus volume, undertaken at the suggestion of the Carnegie Corporation for the American Association of Adult Education, made its approach from the point of view of the diffusion of knowledge. *The Economic Survey of the Book Industry, 1930-31*, by Cheney, was initiated by the National Association of Book Publishers, with financial cooperation from the allied trades and the practical cooperation of individual concerns in the various branches and of the National Association of Book Publishers, American Booksellers Association, Employing Bookbinders of America, American Library Association, Authors' League, National Educational Association, and International Council of Religious Education. Its basic purpose was to study the economic structure of the book industry and to suggest practical means for strengthening it. It was nation-wide in scope, and embraced all phases of the industry as seen by an expert surveyor to whom authors, publishers, jobbers, book sellers, librarians, census officials, and all others in any way connected with the industry supplied confidential data not previously available in this country. Twenty-nine tables of analyses and indices, by states, and thirty-one charts and maps were utilized in making this information graphic. Literate populations, urban populations, school attendance, library development, newspaper and magazine reading, available income, cultural indices, book stores, book sales, rental library income, royalties to authors, etc., are statistically covered.

The significance of the study to the librarian is instantly apparent in that it embodies a great deal of very recent trustworthy data not available to Gray and Munroe and Duffus and presents it in graphic form. The total picture is further extended by Hobbs,[11] in *North Carolina: Economic and Social*, in which the reader is studied in his social and economic background in a rural state, and by Angoff and Mencken,[12] in the *American Mercury* for 1931, in which, un-

7 William S. Gray and Ruth Munroe, *Reading Interests and Habits of Adults*, Macmillan Company, New York, 1929.

8 R. L. Duffus, *Books, Their Place in a Democracy*, Houghton Mifflin, Cambridge, 1930.

9 Douglas Waples and Ralph Tyler, *What People Want to Read About*, University of Chicago Press, Chicago, 1931.

10 O. H. Cheney, *Economic Survey of the Book Industry, 1930-1931*, National Association of Book Publishers, New York, 1931.

11 S. H. Hobbs, Jr., *North Carolina: Economic and Social*, University of North Carolina Press, Chapel Hill, 1930.

der the title, "The Worst American State," they rank the various states in the order of their cultural development, the basis of this ranking being determined in part by the literacy and reading achievement of their populations. The range of the subjects summarized in ranked tables is quite extensive, and the status of the general reader in any given state can be viewed in relation to a number of standards.

Waples and Tyler, in *What People Want to Read About,* also published in 1931, handled the subject of reading and the reader in a totally different way. They approached the reading of adults from the point of view of the reader's interest in what he read. They held that if publishers and book sellers and librarians and teachers wished to select non-fiction reading for their respective clientèles in such a way as to secure the greatest returns, whether financial, educational, or social, it was essential to discover what topics readers were interested in reading about. Their first task, accordingly, was to identify these topics. They undertook to do this by making an extended study of subjects about which articles intended for general readers had appeared in popular magazines. Sixty numbers of the *Readers' Digest* and the *Readers' Guide to Periodical Literature* for 1918 and 1928 were used as the sources from which subjects were taken. Fiction, poetry, humor, and vocational and historical articles were excluded. The topics derived from these sources, after extensive sampling and statistical treatment, yielded 117 topics which possessed varying degrees of interest for various readers. These topics, in turn, were submitted, in a carefully prepared check list, to 102 groups of readers for ranking. Evidence was secured which showed the effect of differences in (1) sex, (2) amount of schooling, (3) occupation, (4) environment, (5) age, (6) size of community, and (7) time spent in reading upon differences in group interests. The conclusion was reached that of these seven conditions affecting group reading interests in different degrees, sex has the greatest effect, amount of schooling next, occupation next, and the other conditions in the order listed. In this way a basis was found on which the various reading interests of a given community could be somewhat definitely determined, provided the necessary facts concerning the population were carefully ascertained.

The four studies by Gray and Munroe, Duffus, Cheney, and Waples and Tyler may be thought of as providing the ground-work for further work in the field of adult reading. In them, the reader has been increasingly brought under critical observation in order that his reading needs may be more properly met. Other published studies, which can only be mentioned in passing, give additional information of value. Articles in *The Journal of Adult Education*[13] cover various aspects of the general field. Gallup[14] and Nafziger[15] have attempted to answer for the journalists the question: "Who reads what in the newspapers?" *First Hundred Million*[16] records an unusual publishing venture in which the interest of readers plays an important part. *The Humanizing of Knowledge*[17] presents a plea for the adjustment of reading materials to reading ability, and *Readable Books in Many Subjects*[18] attempts to provide a practical answer to the plea. Important unpublished theses, of which there are a number, cannot be drawn upon here, and reference to many articles summarized by Gray[19] which give valuable points of view and techniques drawn from studies of reading at the school level must be entirely omitted.

In addition to these studies, others now being carried on, particularly by Waples and Gray for the Committee on Reading Habits, seem important. Waples[20] is engaged in two studies: first, to identify and evaluate the various factors of satisfaction in reading; and second, to discover the sources from which special groups of readers obtain each type of material read, that is, sources such as the library, the bookstore, the news stand, the rental library, and borrowings from friends.

From the early returns from the first of these studies, it appears that reading interest does not actually play so significant a part as it is supposed to in determining what an individual reads. Accessibility, advertising, and readability probably determine, no less than subject interest, what an individual actually reads. If what people are interested in reading is easily available, is well advertised, and is written in such a way as to appeal to the reader, it will be read in preference to what is not equally interesting. On the contrary, if it is not so easily available, well advertised, and readable as other less interesting material, the latter is more likely to be read.

12 Charles Angoff and H. L. Mencken, "The Worst American State," *The American Mercury*, Vol. 24, No. 93, Sept. pp. 1-16, Oct. pp. 175-188, Nov. pp. 355-371, 1931.

13 *The Journal of Adult Education* published quarterly by the American Association for Adult Education, New York.

14 George Gallup, "A Scientific Method for Determining Reader Interest," *Journalism Quarterly*, Vol. VII, No. 1, pp. 1-13, 1930.

15 Ralph O. Nafziger, "A Reader-Interest Survey of Madison, Wisconsin," *Journalism Quarterly*, Vol. VII, No. 2, pp. 128-141, 1930.

16 E. Haldeman-Julius, *The First Hundred Million*, Simon and Schuster, New York, 1928.

17 James H. Robinson, *The Humanizing of Knowledge*, George H. Doran and Co., New York, 1923.

18 Emma Felsenthal, *Readable Books in Many Subjects*, American Library Association, Chicago, 1929.

19 W. S. Gray, "Annual Summaries of Reading Investigations," published from 1925-1932 by *The Elementary School Journal*, in 1933 by *The Journal of Educational Research*.

20 Douglas Waples, "The Relation of Subject Interests to Actual Reading," *The Library Quarterly*, Vol. II, No. 1, pp. 42-70, 1932.

The second study in progress by Waples[21] has to do with the amount, character, and distribution within each major population group of reading supplied by different agencies. The book store, the news stand, the rental library, the book club, and friends supply certain groups of readers more effectively than the public library. If the library is to make its service as effective as possible, it must know what groups now obtain their reading matter from other sources and what sort of material each group obtains from each source. It must see whether, through the location of its branches and stations and the hours of opening and conditions of service, its materials are available; it must seek ways of publicity that are effective; and the materials which it provides must be chosen with regard to the interests of each group.

Gray[22] is attempting to define the reading abilities of adult groups in relation to available reading materials. His investigation, which has taken two directions, is based on the assumption that the progress of adult education may depend in large measure upon the preparation and classification of reading materials adapted to the needs of adults of different levels of reading efficiency. His first objective has been to determine the range in differences of reading achievement on the part of adults. Evidence received during the World War and since reveals notable differences in the reading achievement of adults. But prior to his studies, the range of these differences of groups representing various educational, social, and economic levels, including Negroes as well as whites, had not been scientifically determined. This work is now well under way.

Gray's second objective is to determine the factors in reading materials, such as vocabulary, syllabification, sentence and paragraph length, *et al.*, which contribute to ease or difficulty on the part of adults whose reading achievement is limited. A careful analysis of newspapers and magazines has been made for such factors and is now being extended to books. Books for children have been so graded as to meet the requirements of certain grades, but in preparing books for adults publishers have seldom taken these differences of ability into consideration, and the factors which make for or against readability at different adult levels have not been carefully considered. In due course, Mr. Gray hopes to identify such factors and desired means whereby a teacher or librarian may ascertain quickly the limits within which an adult can read with satisfaction. He also hopes to develop standards or directions by which authors and publishers can adapt reading materials to various levels of reading ability. The same findings should also be of value to the publisher who wishes to reach potential readers who at present find no titles in his list which are sufficiently easy for them to read.

The foregoing résumé as a whole reveals a clear shifting of emphasis. Formerly, in the schools, emphasis was placed on teaching the pupil how to read. Now it is being insisted that the pupil's reading in school must be so directed that he will not only acquire the ability to read but will understand how reading will enable him to play his part as an intelligent member of society, and what agencies—libraries, book stores, rental libraries, and so forth—can best supply the essential reading materials. Expansion and increased circulation in public libraries, therefore, are not to be thought of as ends in themselves but means by which books and periodicals can communicate useful ideas to readers. There must be a better understanding of the readers, the groups into which they are divided, the interests which motivate them, their reading abilities, the materials best suited to their abilities, and the agencies through which readers and materials can be brought together to the greatest advantage of society.

Such has been the progress of less than a decade in the new discovery of the reader. What direction effort in this field may profitably take in the future is of importance. While it probably cannot be definitely forecast, it seems reasonably clear that studies may well proceed along at least four lines.

1. For the guidance of librarians, publishers, booksellers, teachers, and all others concerned, it is desirable that a kind of reading map or index or measuring stick should be available which will reveal quickly the general distribution of reading facilities and resources within the nation so that a given state or county or local community may easily survey itself or compare itself with other communities. Such indices have been useful in such fields as education and public health, and there is reason to believe such a reading index would be of value in aiding all distributors of adult reading materials.

2. There is general agreement that the problem of making after-school readers of school children has not been satisfactorily solved. There is a distinct gap between school and after-school reading which needs bridging. The school at present fails to establish reading habits and permanent intellectual interests to the degree desired. The publisher, also, has failed to provide materials which meet the needs of this group. The public librarian, likewise, has usually centered his interest upon service to younger children and

21 Douglas Waples, "Community Studies in Reading. I. Reading in the Lower East Side," *The Library Quarterly*, Vol. III, No. 1, pp. 1-20, 1933.

22 W. S. Gray, W. L. Gray, and J. W. Tilton, *The Opportunity Schools of South Carolina*, American Association for Adult Education, New York, 1932.

adults. The net result is the addition annually of great numbers to that part of the population which derives its ideas more largely from conversation and the radio and the "movies" than from serious books. In this way, society loses "the most effective means it has at its disposal of familiarizing adults with current events, with significant social ideas, and aspirations."[23] Studies should be undertaken to remedy this condition.

3. There is need for reading materials which can be effectively used by adults of varying reading abilities. The door to information upon many subjects seems to be closed to such readers because of the lack of materials from which technical words and difficult expressions have been excluded. As James Harvey Robinson, the Committee on Readable Books, Gray, and others have urged, knowledge concerning subjects of practical living and social adjustment should be humanized, and standards or measures of reading difficulty should be developed which would make possible the easy adjustment of materials to reading abilities.

4. It is clear that studies to identify types of readers with types of reading matter must be carried further. Librarians and publishers have usually thought of the reader in too general terms instead of in the terms of his particular interests, education, and social and economic status. It is also essential in these studies that the practice and experience of other countries should be reviewed in which the reading process from youth to age is so directed that books effectively serve as a constant and fruitful source of ideas. When the present régime in Russia began to teach adults to read, it discovered a wide gap between the reading abilities of many of the new readers and the former educated groups. Consequently, it was necessary to develop an entirely new body of reading material and new agencies fitted to the requirements of the new readers for the promotion of new political ideas. The public library and the publisher in Germany not only attempt to meet the reading needs of the general reader but of all the minority and special groups as well. Denmark, through her continuation schools, is not so much concerned with providing vocational materials as with materials which give meaning and enrichment to daily living.

Falling library revenues and mounting records of circulation, consequently, may have a special bearing upon this situation. Through the attention they are centering on the reader, they may be helping America look at herself. They may help her see that her physical frontier has largely disappeared; that expansion and activities which characterize the frontier must give place to something else. They may bring her a new point of view—not the point of view of acquiring or developing a new physical environment, but rather of understanding and enriching a new social order—an order in which socially and culturally important ideas may be accorded an attention which the practical duties of a pioneer society did not permit, an order in which the librarian, the publisher, and the worker in the field of adult education, provided they base their effort upon full understanding of the problem of adult reading as a whole, may play a dominating rôle.

[23] Henry Suzzallo, in *Libraries and Adult Education*, p. 47.

Who makes a garden plans beyond his knowing,
Old roads are lost, old dwellings have their day,
And he himself, far summoned, passes hence
An unfamiliar way;—
But lo, he has not perished with his going!
For, year by year, as April's heart is stirred,
Spring after punctual spring,
Across the little acre's wintry gray
Comes, slowly traced, an old, authentic word
In radiant lettering. . . . .

——NANCY BYRD TURNER in *A Riband on My Rein*.

Librarian Authors

HILAH PAULMIER is a native of Rhinebeck, Dutchess County, New York, (now a resident of Yonkers) and a graduate of the Rhinebeck High School. Directly after graduating from high school, she came to New York and entered the training class of the New York Public Library. After completing her library training course, she substituted, for a time, in the Rivington Street Branch, and then was appointed a regular member of the library staff as a junior assistant at the Tremont Branch. She is now a senior assistant on the staff of the Fordham Branch. She continued her education, while a member of the library staff, by studying at Columbia University, but the "urge to write" got in the way of her college course, and she did not complete the work for her degree.

Throughout her high school course she was editor of the school paper and a correspondent for the *Poughkeepsie Courier*. She has had articles on the history of libraries, library publicity, and various phases of library work, published in: THE LIBRARY JOURNAL, *Libraries*, *The Wilson Bulletin*, and *The Christian Science Monitor*. She has also had a historical sketch in *The Daughters of the American Revolution Magazine*, and a series of sketches entitled "Old Fordham," in an unimportant little paper published in the Fordham section of the Bronx in New York City, *The Fordham Bulletin*, (now extinct) and a number of other articles in various newspapers and magazines. As a result of her article: "Getting in Touch With Our Foreign Readers," published in an issue of *Libraries*, the Gorham Press requested her to submit material for a book—which she never found time to "work up."

Roosevelt Day, the first book which she wrote and compiled, was published by Dodd, Mead, 1932, in Mr. Robert Haven Schauffler's series, "Our American Holidays." It contains a collection of material: poems, prose eulogies, sketches by various authors, and selections from Theodore Roosevelt's speeches, all compiled by Miss Paulmier; in addition to several sketches which she wrote, and her biographical sketch, "The Story of T. R." It also contains programs for the observance of Roosevelt's birthday in the schools, and topics for pupil compositions, and a bibliography of books by Theodore Roosevelt, about Theodore Roosevelt, and additional reading references. Her work in the reference room of the busy Fordham Branch taught her the need for such a book to aid teachers and students.

Library work is her vocation. Writing is her avocation. She has been busy at her "scribbling" since she was fourteen years of age, because she cannot keep away from it. She says:

"I fear I am not yet enough of an author to make my opinion 'weighty,' but I believe library work is one of the best foundations for authorship—of all the professions—for we librarians, have, to use a slang expression 'the jump on' other writers, for we always have before us information as to what the public wishes and what it needs in reading matter."

Hilah Paulmier

Correction Note

DUE To an oversight, a footnote stating my indebtedness to C. J. McHale for the use of material and records left here by him, was omitted from the article "Tracing Misplaced Books in a University Library," which appeared in the February 15 issue of THE LIBRARY JOURNAL.

——W. P. KELLAM.

THE LIBRARY JOURNAL

April 15, 1933

Editorials

CONFIDENCE in place of fear seems to have permeated throughout the country in response to the extraordinary vigor in successful achievement which the new administration has accomplished within its first month. This is heartening indeed, and though it cannot have immediate effect in relation to libraries, it is the best of prophesies that the time of the libraries will return and a better time will come than ever before. This is because so much has been recognized during the depression as to the value of the opportunities for reading afforded by our public library system. Librarians should be ready and prompt to avail themselves of this public feeling, educating their local public in advance to their needs for the great future opening before them. The new era should be one of cultural advance in all directions and libraries should be leaders and not laggards in the work.

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THE GREAT impetus for reading, which has come during the present days of unemployment and will come in the future years of expanded leisure time, has been exemplified in some public libraries by the term "Depression University," as employed by Mr. Stevens in his article printed elsewhere, or "Depression College" as used by the Providence, R. I., Public Library in a recently-issued folder. Whichever term is used, the truth is brought home to public libraries that theirs is a great opportunity in directing the proper use of leisure time. This education for leisure and enrichment of adult life is no slight educational activity; it is a fundamental problem affecting the welfare of the state and nation. The opportunity for the exercise of individual skill, the satisfaction of personal achievement, ought to be regained in leisure time. This is not fundamentally a problem of Adult Education but the problem of arousing and developing interests or hobbies which not only promote individual thought, but which will prove of lasting pleasure as mastery over a subject increases. If a public library can, through the featuring of books on constructive hobbies, help men and women to change their leisure from a time of mental apathy and stagnation to a time when they will develop their own individual personalities and characters, the library will indeed become the handmaiden of education and the public library will in every sense become "an institution for learning, without a campus, a classroom or a college cheer, with tuition free to the entire citizenry."

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THIS PROBLEM of the proper use of leisure time and the relation of leisure time to the public library, the school, the community, is not new. Recent issues of the English publication, *The Library World*, have carried articles on the subject; at the July, 1932, conference of the National Education Association the problem of leisure in relation to the school was a predominate subject of discussion; bibliographies have been issued by the Russell Sage Foundation and by the National Recreation Association; and only recently, in a report from the Association for Progress Through Libraries, came the statement: "The libraries of this country are in an anomalous situation. Enforced leisure, curtailed buying power, and economic pressure calling for new skills and creating a demand for new and wholly inexpensive forms of recreation have placed a tremendous burden upon the library facilities." The library is an integral part of this movement and each step that is taken to link up the power of books with the recreational movements in the town or city strengthens the place of the library in the eyes of the taxpayer from whom support comes. Every effort possible should be made by librarians and trustees to see that their institution is functioning with the greatest possible efficiency.

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WE SHOULD before this have expressed the gratification with which all librarians noted the speech which Senator Fess delivered in exposition of the Library of Congress and its work. Senator Fess, who has been in Congress for twenty-two years and identified himself throughout with educational progress, has been the chairman of the Library Committee of the Senate for some years past and has given the most careful and detailed attention to its accomplishments and its needs. His address, which was delivered February 10, has now been reprinted as a separate from the *Congressional Record* and librarians would do well to obtain copies, which are free on application, and not only give the address careful reading themselves, but loan it to those in their communities who especially help to make public spirit. As the cen-

ter of the entire national library system, every citizen who reads the address must give the great national library high credit for its accomplishments, and the reaction should be to make each think more and more highly of his local library. In fact, it would be worth while to obtain several copies of this exceptional and most creditable address to circulate among citizens, men and women, who will appreciate its significance.

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PETERBORO, New Hampshire, which pioneered the free public library movement a hundred years ago, is rightly rejoicing in the celebration which marks its centenary this month and should receive full credit for all that its seed-sowing has reaped and harvested. To the Rev. Abiel Abbott goes the credit for not only conceiving the idea of a free public library, which was carried into execution on April 9, 1833, when by vote of the Peterborough Town Board the Library was open free to all citizens, but also for the catalog of America's first free public library, a copy of which, written in long hand by Dr. Abbott, is still in existence. That the first gift of money from an individual to this library came from the first woman librarian, Susan M. Gates, is especially to be noted for this amount unselfishly represented her entire salary for eight months. The ideas about libraries, and their relation to education and leisure time activities, expressed a hundred years ago, are much the same as those expressed today as noted from the annual report of the committee meeting in 1835, which stated: "We think the money would not have been better appropriated by the town for the purpose of education as those who have left the common schools have means of continuing their education and all who have leisure have advantages of improvements." This Library is indeed not only an honor to Peterborough, but to the state and nation as well.

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THE GREAT service that Mary Elizabeth Wood accomplished in her devoted life for the cause of library development in China is perpetuated in a Foundation bearing her name, for which a considerable part of the proposed endowment of $25,000 has already been pledged. Though her work was centered in the Library of Boone University, it has had its influence throughout China and is proving to be of permanent and radiating value. Graduates from the Boone Library School are influential and in some cases holding key positions in the national life and these will help to give the nation the unity of organization and the united effort which is necessary to bring that enormous number of human beings into equal relation with the other great nations of the earth. The visit of Dr. Bostwick some years ago did a great deal to help forward the work which Miss Wood initiated, and it is hoped that ultimately a trained American librarian of character and experience can become resident in China to bring and keep its library methods fully up to the best and most modern standards. The Chinese Library Association is doing good work and it is on the program that Shanghai shall before long have a great public library worthy of what claims to be the fifth largest city in the world. Thus, while we hear persistently of war against and within China, it is not to be forgotten that peace also hath her victories.

Library Chat

Thoughts

The little thoughts within my mind
Are sometimes very strange, I find;
Some are good and sit in rows
With faces clean and turned out toes,
And these I outwardly commend
For sharing playthings with a friend;
But how I love the naughty thought
That will not do what it is taught,
But rumple-haired and starry-eyed
Bursts on the startled world outside
And tells them what I'd never dare—
Bad little word with unbrushed hair!

——MARGARET P. COLEMAN.

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To A Finished Book

Child of my dreams, I've watched you grow,
And guarded, cradled, loved you so—
Through long night hours with you I wrought,
Sometimes with great misgivings fraught
Against the time when you must go.

(For, after all, how can I know
If any will on you bestow
A smile, or have I toiled for naught
Child of my dreams?)

Because of hours I spent, aglow
While characters swept to and fro,
As from the realms of fancy caught,
I pray you will in time have brought
Some lasting good the years will show—
Child of my dreams.

——SARA ROBERTA GETTY

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"When not taking a turn at the stick, I spent the long hot hours reading the books I had with me in my cockpit-library—a volume of the *Arabian Nights; Hajji Baba;* a translation of Hafiz; and half a dozen biographies of Alexander the Great. The books on Alexander were of particular interest at the moment—along this very beach below, with the remnants of his army, Alexander had marched homeward from India after his conquest of the world."

——From *The Flying Carpet*—
RICHARD HALLIBURTON.

The Open Round Table

Publication Of A Confidential Letter

CUSTOMARILY the printing of an anonymous letter deserves little consideration in professional circles. However, the publication in the *Buchhändlergilde-Blatt* for February 12, 1933, of a confidential letter sent to American librarians by the committee mentioned below, accompanied by critical comments from an unnamed American state institution, requires attention on account of the international relations involved. The publication of the confidential letter was requested by the transmitter and was submitted with a statement of the serious consequences which the American procedure must surely have on the German book trade. The transmitter draws from the required privacy of the plan inferences not flattering to the parties concerned.

The name of the author of the comments is not given; neither is the name of the American institution (*eine amerikanische Staatliche Stelle*). Until the name of the transmitter or of the institution is known there will be very considerable doubt in the minds of many whether a librarian was responsible for the comments or for publication of a confidential letter. Certainly it does not seem possible that any American state institution would express concern for the serious consequences which the American procedure must surely have in other export countries.

In all the correspondence received from Dr. Ferdinand Springer of the house of Julius Springer no mention was made of any secrecy. The committee of the American Library Association believed that courtesy to Dr. Springer required that his communications be not made public until the librarians, to whom his offer was made, could consider the matter and formulate a reply. The restriction of the announcement to the librarians primarily concerned was made a confidential matter by the American committee, not by Dr. Springer. The committee has no apologies to make for the confidential nature of its communications. It is obvious that American librarians have the right to consider among themselves any proposals in relation to the purchase of books and to regard the matter as confidential until suitable replies can be made to their correspondents.

The comments in the *Buchhändlergilde-Blatt* in our opinion do not represent the views of American librarians. They certainly do not represent the opinions of the American Library Association or of its Book Buying Committee. At the meeting held in Chicago in December no such opinions were expressed. The committee received 135 replies to its communications. Not one of them expressed opinions such as the *Buchhändlergilde-Blatt* attributes to an American state institution.

We regret the ethical standards, or rather the lack of them, that permit the publication of a confidential communication with anonymous critical comments. The committee believes that the assumptions made by the commentator are unjust both to Dr. Springer and to the committee, and can result only in making a solution of our mutual problems more difficult.

From the printed correspondence the erroneous opinion may be drawn that the high prices charged for German books and periodicals exist only in the case of the publications of Julius Springer. It should be pointed out that other German publishers (not all) charge very high prices for their scientific publications. The complaints of American librarians are not directed solely against the publications of Julius Springer.

H. M. LYDENBERG,
President, American Library Association.
C. L. CANNON,
Chairman, Book Buying Committee.
CHARLES H. BROWN,
Chairman, Committee on Purchase of German Scientific Periodicals.

Literary Shrine Open to Visitors

IT HAS BEEN suggested to me that you would be interested to hear that a home of three authors, The Wayside, in Concord, Massachusetts, is to be open to the public this summer from May 13 to October 31 (admission 25¢). It was the only home that Hawthorne ever owned, and where he added his famous Tower, or "Sky Parlor," for a retired study. In the same house, then called Hillside, Louisa Alcott had spent three and a half years of her girlhood, from twelve, until about her sixteenth birthday. The stairs are still there where she and her sisters played *Pilgrim's Progress*, later described in *Little Women*. Later, it was for over forty years the home of the author of *The Five Little Peppers*, "Margaret Sidney," Mrs. Daniel Lothrop.

I am trying to preserve the house for the public, and have opened it to the public, rather than sell to a private owner, who would doubtless make many changes, and thereby destroy much of historic and literary interest. We have tried to keep the house as much as possible as it was in Hawthorne's day, and have preserved the old

fashioned "graining" on the woodwork of most of the rooms that he added. The gables over the doors and windows are still there. His dining table, and other pieces of his furniture are still in the house, as is the furniture of Mrs. Lothrop. Perhaps in the future it may be possible to make some arrangement by which the house can be owned by the public, but that of course is out of the question at the present.

At the moment, I am trying to make it better known, especially by teachers and librarians, that the house is open, and is interesting. Last summer I found that teachers and librarians seemed to obtain an especial stimulation from visiting the house, and yet most of them said that they had not known that it was open until they saw the sign. Would it be possible for a notice to appear in the next issue of THE LIBRARY JOURNAL?

——MARGARET L. LOTHROP.

College Publications

THE PRACTICE of many colleges and universities in sending out their own publications gratis to other institutions is an admirable one, but in all too many instances the main address of the university is used rather than the library. In some cases these publications never reach the library but may be sent to a department interested. The result is incomplete files in the library and a necessity of following up the matter and a request for additional copies to complete the library set. If all colleges, universities, societies and institutions would direct their publications to the college or university library much more effective use of them would be made and the expense of waste copies would be much less. We have recently written many letters requesting a change of address for such publications.

——H. S. LEACH,
Librarian, Lehigh University, Bethlehem, Pa.

A Query From Miss Cole

MISS ELIZABETH COLE, associate editor of the *Journal of the Outdoor Life*, requests information regarding an article, "Bookward Bound," which appeared in the October, 1932, issue of the *Journal* and which held out the hope to patients that, if books were not at hand for their use, books on almost any subject might readily be secured by writing to their respective state libraries, enclosing postage. She says that, encouraged by the article, a patient in a tuberculosis sanitorium followed the instructions given, only to be informed by her state librarian that books were not lent to sanitoriums. Now Miss Cole wishes to know if this is generally true of the states, so that definite information on this point may be given the readers of the *Journal of the Outdoor Life*, modifying the earlier statement made in that publication. It would be appreciated if state libraries can send Miss Cole information regarding those states which can, and those which cannot, meet the requests of the sick in sanitoriums for loans of books when reading material is not otherwise available to them. Miss Cole's address is care of the National Tuberculosis Association, 450 Seventh Avenue, New York City.

Overdue Book Week Approved

PROFESSOR Joeckel wrote me the following letters which may interest you in connection with the Overdue Book Week which has aroused so much comment.

Let me also say that several other librarians have written to me for the scheme and have approved of it.

——BEATRICE WINSER,
Librarian, Newark, N. J., Public Library.

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February 17, 1933.

My dear Miss Winser:

I have been somewhat late in reading your contribution to THE LIBRARY JOURNAL for January 15, in which you take what might be called the "humanitarian" point of view as more or less opposed to the "eye for an eye and a tooth for a tooth" school of thought with reference to the question of the cancellation of fines. Taking advantage of your offer, I should very much like to obtain a copy of your routine on Overdue Book Week. Permit me to thank you in advance for your attention to this request.

——C. B. JOECKEL.

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February 24, 1933.

My dear Miss Winser:

I am much indebted to you for sending me the complete material relative to the Newark "Overdue Book Week," which I have read with much interest. Personally, it seems to me that the philosophy underlying your action in this connection is fundamentally sound and that the administrative measures you have adopted in carrying out your program are very well planned.

——C. B. JOECKEL.

Library Organizations

Oklahoma Library Association

THE TWENTY-FOURTH meeting of the Oklahoma Library Association was held in Tulsa, February 2-3, 1933, Miss Lyndal Swofford presiding. At the opening meeting, Mrs. Paul Reed, president of the Tulsa Library board, extended greetings and a sincere welcome to the Association, to which the president responded. "Library Service to the Negro" was informally discussed by Mrs. Mabel Peacock, Mrs. Jennie M. Elrod, Mrs. Gertrude K. Sterba, Mrs. Ann Hough and Miss Alma Reid McGlenn.

At the luncheon on Thursday, Mrs. Grace Elmore Gibson of Tulsa gave us a vision of ourselves as the borrowers see us. She had a collection of expressions from many people in Tulsa and other cities which were frank, not always complimentary, but not unkind. Mrs. J. R. Dale of the Oklahoma Library Commission presided at the luncheon.

The Thursday afternoon meeting was devoted to library problems, with Mrs. Peacock of Oklahoma City presiding. Miss Frances Kennedy presented a paper on "Government Publications for the Small Library: Information File: Subscription Books Bulletin" which was full of worthwhile suggestions. Miss Grace Herrick of the University of Oklahoma Library School in Norman talked about the "Cataloging Problems of the Small Library," especially the difficult one of classifying books in the place most useful to each individual library.

Mrs. Sterba of Ponca City gave an interesting talk on "Public Library and Specialized Work with Young People," including those of from thirteen to nineteen years of age. A special collection for such a group could be housed in a separate room, an alcove or with the regular collection, but a good beginning might be made by having a special rack of books for "older girls" and one for "older boys."

Mrs. J. A. Thompson of Chickasha talked interestingly of some of the best juvenile books of 1932 which were on display, and Mrs. Amy Gottry Nelson of Sand Springs introduced the subject of "Cooperation between the Public Library and the Schools." Miss Marian Craddock of Oklahoma City gave a report of a survey on such cooperation as worked out by fourteen libraries in various sections of the country.

The Friday afternoon meeting, featuring authors of Eastern Oklahoma, was attended by many who were not librarians. The first speaker, Mr. Grant Foreman, took as his topic "Things and Places in the State Worth Writing About." He began with Washington Irving's record of a visit to the home of Chouteau a century ago and said there was still much to be written of Chouteau and his activities. Mr. John Joseph Mathews, author of *Wah' Kon-Tah*, the November Book of the Month, declared he had no topic, but talked on the possibilities of Oklahoma where the philosophies and talents of two races mingled, the Anglo-Saxon, active, comparatively unretrospective; the Indian, an Oriental dreamer who talks and thinks in pictures. The program was completed by the reading of "Of Thee I Sing" by Mr. Richard Mansfield Dickinson of Tulsa.

Officers were elected as follows: President, Mrs. Gertrude K. Sterba, librarian, Public Library, Ponca City; Vice-President, Mrs. Maude Cowan, librarian, Southeastern Teachers College, Durant; Secretary-Treasurer, Miss Frances Kennedy, Reference Librarian, Carnegie Library, Oklahoma City.

——ANNA M. ANDERSON, *Secretary*.

Rhode Island Library Association

ON SUNDAY afternoon, March 5, the members of the Rhode Island Library Association were the guests of the "Committee of Seven" in charge of the Community Art Project at a demonstration of art appreciation held at the Rhode Island School of Design. Dr. George H. Opdyke, the author of the recent book, *Art and Nature Appreciation*, was the speaker, and endeavored to demonstrate the high points of his book with the aid of selected examples of art objects from the museum collections of the Rhode Island School of Design. Dr. A. D. Mead, vice-president of Brown University, presided at the meeting and at the conclusion of Dr. Opdyke's talk presented the following propositions to the members of the Library Association:

Since it is the object of the Community Art Project to be in continuous contact with the inquiring public throughout Rhode Island, to this end it is planned:

1.—The development of stereoptican lectures with slides which may be available to libraries throughout Rhode Island. The first lecture on Gilbert Stuart will soon be ready, and is both authoritative and accurate.

2.—The preparation of a collection of pictures which will be available for exhibit in the libraries of the state is also under way.

The committee requests that any organization represented in the Rhode Island Library Association desiring more information in regard to either of these opportunities, communicate with the Community Art Project, 44 Benevolent Street, Providence, R. I. Those interested in securing the loan of the exhibit should state the nature of their facilities for display.

School Library News

Building Up The School Library

BUILDING up a small school library is an everlasting task of selecting, sifting, and shifting, with the goal, the eventual establishment of a worthy book collection, wide patronage, expert service, and an all-around spirit of good will. The ideal library, not so much well-balanced as to actual classification as well-balanced to the varying needs determined by the curriculum, is an end for which to strive through years of work; an end which we are sometimes inclined to think would justify almost any means. It is the subject of these means that we are to consider.

The first thing one must have for the achievement of this purpose is backing. There must be someone who is thinking along the same lines as the librarian, or there would not be this attempted development. Should actual and vital interest be found in even one person, it is from this center that the cause must spread. The administration, the faculty, and the student body must eventually be brought to the point of seeing the needs of the library and working for their attainment. The outlook for school libraries has, perhaps, never been so promising as it now is. The knowledge of the function and value of the school library is gradually spreading. When administrators and faculties understand it fully there will be no question as to adequate equipment and support.

It pays to advertise is no more a business firm's maxim than a library's. Advertising is the first means for our use. The school paper may carry a monthly list of new books purchased, as well as a weekly article on some interesting phase of the library.

Extraordinary endeavors are often necessary to arouse the faculty. Every possible means must be used to make contacts with each member. Faculty meetings should be attended and invitations to the library issued personally if possible. Requests should be made for lists of suggested books and periodicals. If it is impossible to reach each member personally, notices should be sent. In dealing with the faculty flattery is a valuable tool if used discriminately. Distribution of monthly circulation records showing totals apportioned to each department may engender a spirit of competition. Those members who show reaction in the form of cooperation may be given some little special privileges in the library. A satisfied teacher may become an advance agent for the library.

Although the results of one's labors may at first seem so slight as to be almost non-existent, perseverance will prove how amazingly one bit of progress, be it the acquisition of new books or new patrons, will, of itself, spread out and create others. Once this interest has become really actively cooperative the work of enlarging the book collection is well on its way. Besides the actual purchase of books, the cost of which may be greatly reduced by the astute use of second-hand store lists, many valuable books may be obtainable by donation. In this matter also, one good deed will often create another. Book drives, although they entail much labor and much tact in the disposition of useless matter, often yield a rich harvest. Faculty members may make very splendid donations. Desk copies they have received from publishers are sometimes of no value to them, but of great usefulness to the library. Student donations will consist largely of text books which are, of course, needed. It is surprising to discover how many people have books of which they wish to dispose if they knew where the books might be useful.

When the immediate needs of the library are met, the opportunity comes to build up the special collections which make a library a permanent, reliable source for research and reference. In order to build up each department in this specialized manner, the faculty members could be divided according to their particular fields and one member from each field selected for a library committee. It will be the duty of each member to present suggestions, passed upon by his fellow-teachers in the department, for the development of his section. Then the library committee will pass on each member's selections. Reference should also be made to available lists of suggested books, although these are usually more or less of a general nature. By this method each phase of the development of the library's book collection will be under expert direction.

When the spirit of cooperation and the book collection have advanced to this stage, the problem of building is more or less merely a matter of natural growth. Constant care, of course, is ever needed, but the first agonies, at least, are over and the library has begun to build itself. The students and faculty are using the library, they are interested enough to work with the librarian to further the library cause and this attitude spreads out and permeates the whole institution, until by its never-failing efforts to serve and serve well, the small library has built itself into a permanent place as an indispensable as well as a beloved part of school life.

——HELEN SCHNOOR, *Catholic Library World*, vol. 4, no. 7, March 15, 1933.

In The Library World

Long Beach Library Stricken By Earthquake

THE LONG BEACH, California, Public Library suffered its share in the losses due to the earthquake of March 10. In loss of life the Library was particularly stricken. Two out of a total of about fifty killed in Long Beach were members of the Public Library staff. One of these, Mrs. Pearl Miller, was a children's librarian at Belmont Heights Branch. She was killed as she went out of the building when the ornamental stonework over the door fell. The other staff member was a bookmender and was not on duty at the time. Both had been on the library staff for a good many years.

Of the four branch buildings, East Long Beach Branch was completely wrecked. Belmont Heights Branch was so badly damaged that it was necessary to move out of it pending extensive repairs. Alamitos Branch and Burnett Branch are closed to the public, but service is being given outside the buildings. The Main Library building came through very well and needs only minor repairs. Three out of four branches in rented quarters are usable and now operating on regular schedules. The library property loss is estimated at $40,000.

Library service was interrupted only four days, although it was eighteen days after the earthquake before permission was obtained to open any library agencies to the public. The library staff met the challenge of the necessity for carrying on regular library service without allowing patrons inside the buildings with fine spirit and resourcefulness. Fortunately the Main Library is in a park with plenty of space to set up the necessary equipment out of doors. A small band stand behind the building served as a newspaper room with park benches ranged in front of its entrance so that the librarian in charge could keep a supervisory eye on readers. Reference questions came in much as usual, the first two requests after the earthquake being for a recipe for lemon chiffon pie and some material on how to play the flute!

Left: *East Long Beach Branch Of The Long Beach, California, Public Library. Photograph Taken After The Earthquake On March 10.*

Below: *Long Beach Public Library Station In the Refugee Camp At Recreation Park*

Library stations were opened in the three refugee camps which were admirably conducted and well supplied with entertainment by the Recreation Department. A ton of magazines was sent down by the Los Angeles Public Library and these with a generous supply of jigsaw puzzles offered potent counter attractions to books. Nevertheless about five hundred books were borrowed during the brief period that the camps were operated.

The problem of obtaining money for necessary reconstruction is a difficult one under existing conditions. A citizens committee composed of influential members of the community has been formed to look after the library's interests and to see that it gets proper consideration in whatever rebuilding program is carried out. Long Beach has city manager government and there is no library board.

——THEODORA R. BREWITT, *Librarian.*

Los Angeles County Library Also Suffers

THE WAYS of life begin to seem natural again. Jumpy nerves have been quieted and the jar of the passing street cars can once more be endured after the quake of Friday, March 10, which shook all southern California (and startled the world, shall I say?).

Early the next morning the Los Angeles County Library began a quick general survey of the fifty-eight community branches, representing a patronage of nearly 88,000 registered library card holders, located in the area affected. The branch library buildings which suffered considerable damage are at Bellflower, Compton, Home Gardens, Huntington Park, Inglewood, Lennox, and South Gate, and could not be entered until the building inspectors gave us permission to do so. The building occupied at Huntington Park where the stacks were knocked down like tenpins was the first one righted and re-opened for business Wednesday on the regular schedule.

We regret to report that the attractive building at Compton was so badly damaged that it must be razed. This was municipally owned, as is also the building at Inglewood, a Carnegie gift in 1916. Both of these buildings are of brick construction and, as shown throughout the area, brick buildings were the worst damaged. For the other six which suffered most building repairs have not gone forward so rapidly, but we are waiting patiently and taking no chances on entering too soon.

We also serve thirty-five school districts in the same general territory and in only five of these were buildings found unsafe to be opened after a specially declared holiday week.

With many other persons we have much to be thankful for and particularly that none of our library family was injured nor any patron who was in a branch at the time. However, there were several narrow escapes from flying debris, and we are proud to report the splendid sense of responsibility exhibited by many branch assistants who took time to turn off gas and electricity. Mrs. Della Lossing, the assistant librarian at Compton, did a very heroic thing in going back into the badly broken building to pick up a little girl who had fallen down and was so terrified she could not move.

Most of the buildings which we occupy are rented and are of frame and stucco construction, which on the whole suffered little damage. Yet in almost every one of the fifty-eight branches a few or many books were thrown on the floor and in a number of places the wall shelves and stacks were upset. Several plate glass windows were broken, but this damage is all of minor significance and we are very, very thankful for our good fortune. Almost everyone seems to have expected the old building occupied by the Central Library at 204 North Broadway to be listed among the casualties. Personally I know how badly it was shaken for I happened to be in my office at the time, and am glad to be able to report for myself and the building that we stood the test very well.

——HELEN E. VOGLESON,
Librarian, Los Angeles County Library.

One Hundredth Anniversary Celebrated

THIS Is the one hundredth anniversary not only of the Peterborough, N. H., Town Library but also of the first free public library supported by taxation in the world. The idea of a free town library is, perhaps, more recent than is generally known. In the year 1880, in all public libraries in the United States, there were not more than 80,000 books, about one-seventh of the number in the Boston Public Library alone. These libraries were owned by literary associations or educational bodies, but were not free to the general public nor did the public contribute to their support. In the early literary history of the century social libraries played an important part. Peterborough had one of these, incorporated in 1799, consisting of one hundred well-chosen volumes, but after a time it was neglected and finally sold in 1830. A Peterborough Library Company was soon organized and an annual payment of fifty cents entitled anyone to membership. This Library had three hundred volumes which were transferred to the Peterborough Ministerial Library in 1835. The

movement to form the Town Library seems to have resulted from the division of the State Literary Fund. This fund was established in 1821 and was raised by annual tax on capital stock of the banks for an endowment of a state university. This project was abandoned and later the fund was divided annually among the towns of the State for the support and maintenance of common free schools or such purposes of education. It was under this status that Peterborough organized the Town Library, being the first town to realize the significance of the latter clause and the educational importance of a free library. On April 9, 1883, the Peterborough Town Library, by vote, was declared "free" to every citizen.

Mary Elizabeth Wood Foundation

THIS LETTER is sent out for information, not as an appeal for money. Miss Mary Elizabeth Wood, whose life-work for the Library Movement in China is commemorated in the Foundation that bears her name, always kept the friends of the Library at Boone University in touch with its fortunes, and it will be the endeavor of the present committee to do the same. In spite of political unrest, fighting, bandits, flood and famine, the Library Movement has kept steadily on its way and a few notes, showing its significance and progress, will be of interest.

I. That the demand is real is proved by the recent instruction issued by the Ministry of Education to all Colleges, that all students should be encouraged to undertake independent research in libraries rather than to depend upon their lecture notes, as is their present habit. For this the right books must be prepared, translated and placed in local libraries.

II. A group of teachers in Peiping, writing for such periodicals as *The Independent Review* (edited by Dr. Hu Shih), expressed their conviction that the need of libraries for study and research was of paramount importance.

III. The development of the Library Movement is therefore of the greatest importance in order that students may have access to such books as they need and that the education of the people may become general and well-founded. The Chinese Library Association is in correspondence with the American Library Association and upholds the best standards and methods.

IV. Boone (Hua Chung) University having the only library training school in the country, its upkeep and growth are of vital import to the nation. New libraries are being established in many cities and trained librarians are in demand. Prominent citizens in Shanghai are proposing to

(*Turn To Page* 370, *Please*)

In The Field Of Bibliography

IT SHOULD require no Sherlock Holmes to link Winifred Gregory's interest to some project connected with serials, but it did take the purposiveness of this column to uncover just what that project was. Miss Gregory is collecting materials for a list of publications of international congresses.

The project is still largely in the note stage. Miss Gregory states that, so far, her attention has centered on the holdings of The New York Public Library, the Library of Congress, and the John Crerar Library, with printed cards for the two latter collections. She will eventually cover other important collections and hopes in some way to make the finished product a union list. In the immediate future, she will again visit the British Museum, the Bibliothèque National, and the Preussische Staatsbibliothek for systematic surveys, where she has already "checked rather casually—just enough to know what to expect."

Bibliographically, the list will be interesting. There will be summary notes of historical background. And, as far as is practicable, each publication of each congress will be treated as a separate entry, thus permitting the use of full collation and other information.

In shaping the list, Miss Gregory has an immense amount of work ahead. There is to be no limit either in scope or language. She expresses the true compiler's creed when she says, "I'd rather it would include items of no value, than to miss anything that might be valuable to some one." Relative importance is no criterion in reducing chaos to cosmos among publications of a type.

Miss Gregory is eager to know if any one or any institution is engaged in a similar project, and, if not, to get into communication with those who may be interested in the field. Difficulties of collecting titles, alone, are instantly evident. Peculiarities of American cataloging (with some concession in method abroad) which preclude the grouping of publications by kind make such material very difficult to locate, unless the first word of title is a clue. Then, too, there have been quantities of congresses, either too ephemeral or too feeble to publish separately, whose good works have been tucked away in some serial publication, either as notices, résumés, or sometimes as full reports. There are obvious ways of searching out both types of material,—but the simplest will be for all who are interested in the production of such a list to send notes of anything they may run on to.

Prepared by Karl Brown of The New York Public Library.

Book Reviews

Edwin A. Fleisher Music Collection [1]

PHILADELPHIA possesses what is probably the largest and most complete library of orchestral music in the world in the Edwin A. Fleisher collection which Mr. Fleisher presented to the Free Library of Philadelphia some time ago. After more than two years of work Mr. Fleisher has just published a book of some 500 pages, giving not only a list of the works in the collection many years ago but the manner in which it has grown to its present huge proportions. The book, of which only a limited number will be printed is an exceedingly valuable work for orchestra conductors and students as well as containing material of interest to all music-lovers.

The collection, which is housed in a special room of the Music Department of the Free Library of Philadelphia on the Parkway, contains more than 4,000 works for orchestra, both for those of full symphonic equipment and for stringed orchestra alone. Besides this, there are in the neighborhood of 2,500 works for one or more solo instruments with orchestral accompaniment, making the total number of works not far short of 7,000. A unique feature of the Fleischer Collection is that it does not consist of scores alone as do most similar collections; in every case the individual parts for the players have been purchased with the conductor's score and are in compartments where the works are kept. The gathering of the collection has occupied Mr. Fleisher for nearly a quarter of a century and he expects to add to it further in the future.

With the publication of the book, the full extent of Mr. Fleisher's collection is made known to the general public for the first time. Many of his friends, including the writer, have watched with interest, the gathering of this great collection for years but it is doubted if any one except Mr. Fleisher himself had any idea of the enormous size which it had reached when he turned it over to the Library. It was apparently the intention of Mr. Fleisher to acquire for this collection every piece of serious music written for orchestra which could be purchased; and in some cases he has gone further than this, for certain works in the collection, not published but which he desired to possess, have been copied in manuscript, the orchestra parts for the strings being duplicated by the photostat process. Where no scores were available, manuscript scores were made from the parts, so that every work in the collection is complete with score and parts.

Mr. Fleisher has refrained from calling his book a catalog and rightly so, for it is much more than this; it is an historical summation as far as this was possible of every work contained in the collection. The description of each composition contains the full name of the composer; the date and place of his birth and death; the title of the work in the original language, followed by a translation of this into English; the name of the publisher; the instrumentation, showing not only the different instruments for which it was scored but also the number of woodwind and brass instruments required for performance (it being, of course, unnecessary to specify the number of strings); the approximate length of time in minutes required for performance; the date of composition, place and date of first performance, name of the orchestra giving the première, the name of the conductor and in the concertos, the name of the soloist or soloists.

Thus in the case of Tschaikowsky's "Symphony Pathetique" we learn that it is opus 74; the key B minor; that it was published by Forberg; that the instrumentation is for three flutes, of which the third alternates with piccolo, two each of oboes, clarinets and bassoons, four horns, two trumpets, three trombones, one tuba, the stringed instruments, tympani, cymbals, gong and bass drum in the percussion; that it was composed in 1893; that the first performance took place at Moscow on October 16, 1893; that Tschaikowsky himself conducted the first performance; and that it takes about forty-eight minutes to perform. By an ingenious but easily mastered system of numbers and abbreviations for the instrumentation, all of this information is given in four lines of type. Nothing but the list of instruments is abbreviated or numbered; everything else is printed in full.

In the collection of this amazing amount of data for nearly 7,000 compositions, Mr. Fleisher had the assistance of Dr. Karl Geiringer, of Vienna, one of the best equipped musicologists of the present day and more than two years ago brought Miss Edith Werber, formerly of the Universal Edition and the Vienna musical magazine, *Anbruch*, to Philadelphia, since which time she devoted her entire attention to securing biographical data and other information, translating, and arranging and cataloging the material which went into the volume just issued. The book is a catalog only in the sense that it contains a complete list of the work comprising the Fleisher Collection; in all other respects it is a valuable

1 *The Edwin A. Fleisher Music Collection in the Free Library of Philadelphia.* 700 copies printed on all-rag paper of which 500 copies are for sale. Privately printed. Philadelphia. 1933. $15.

book of reference containing an immense amount of information in an unbelievably condensed form.

——SAMUEL L. LACIAR,
Music Editor, Philadelphia Public Ledger.

Bibliography Of International Affairs [1]

THE *Foreign Affairs Bibliography* of William L. Langer and Hamilton Fish Armstrong is of the type of reference book which it is easier to continue than to replace. The compilers are both specialists in the field. Dr. Langer is associate professor of history at Harvard and Mr. Armstrong is the editor of *Foreign Affairs*. Their work is thus characterized by deep knowledge of the subject and sound scholarship.

Broadly speaking, the bibliography is a classified and selective guide to all the more important politico-economic literature dealing with the World War and thereafter. In its five hundred and fifty pages it lists over 7,000 books and classifies these into upwards of 300 subject divisions. It begins with the War itself and devotes seventy-five pages to it. Then it takes up each continent and region in succession and subdivides these by countries. Each country again is subdivided into sections to cover the specific problems confronting each. To obviate the confusion which might result from this minute subdivision, each section is prefaced by *see also* references to other sections. This system of cross references is obviously introduced to eliminate the necessity of entering the same title in more than one group. If so, we cannot understand why the compilers have thought it necessary to list certain of the titles twice.

There is a strong language bias in favor of English which the compilers explain as being the result of their wish to make this bibliography of especial use for the American investigator. But there is also a generous number of works in foreign languages included so that the international point of view does not suffer appreciably. The only exception is in the case of oriental languages, which have been excluded altogether. The annotations are brief but, for the most part, excellent. The only thing that somewhat mars the general excellence of the bibliography is the absence of a proper index. There is indeed an author index appended to the volume, but it fails completely when one tries to use it in the finding of biographies which have been included in the work. These biographies are listed under the respective countries and unless the user is quite sure under which country to look for a particular man, he may have to proceed by the roundabout route of elimination. A subject index to the biographical sections would have easily obviated this tiresome procedure. On the whole, however, the bibliography is very well done and will prove an invaluable aid to the reference librarian and all persons engaged in research of the World War and the political history of the first two decades thereafter.

——ARTHUR BERTHOLD.

[1] *Foreign Affairs Bibliography;* a selected and annotated list of books on international relations 1919-1932; compiled by William L. Langer and Hamilton Fish Armstrong. N. Y., Harper, 1933. xvii, 551p. (Council on Foreign Relations publication.)

M. E. Wood Foundation

(*Concluded From Page* 368)

build a public library commensurate with the importance of that city as the fifth largest city in the world. For this, also, the Training School at Boone will be asked to supply librarians.

V. At Boone the Acting Director and Librarian is Mr. Samuel T. Y. Seng, one of the School's first graduates and Miss Wood's appointed successor. Dr. Lincoln Cha, who has been doing special work at the University of Illinois, is now on the way to China to be Dean of the School.

VI. Among the graduates holding positions of prominence are the following: Dr. John C. B. Kwei, Director of the National Central University in Nanking. Dr. Andrew Wensan Wong, Director of Tsing Hua (Indemnity) University Library, Peiping. Julius S. H. Huang, Librarian at Shantung University. Hungtu Tien, Librarian of Yenching University Library, Peiping. Alfred Kaiming Chiu, Librarian of the Japanese-Chinese Department, Harvard College Library.

VII. Although the Library Movement is now a national undertaking, the fact that it was started in a Christian school is not forgotten. A Christian discussion group meets weekly under the leadership of Mr. Seng at which Library students are addressed by such men as Bishop Roots, Rev. Robert E. Wood, etc.

VIII. In January, 1932, the School received a further grant of $3,000 a year for two years from the China Foundation (returned Boxer Indemnity) for a special professorship. There is now great need of an American librarian of experience to go to Boone to help in various ways, not the least being the keeping up of the connection with the American Library Association, the Church, and interested friends in this country.

Although as previously stated, this is not an appeal for money, it is well to say that, while $18,000 of the $25,000 which the committee hopes to raise for the endowment of the School is already in hand, any gifts toward the completion of the sum will be gladly received and added to the principal. Checks may be made out to the Old Colony Trust Company and sent to the executive secretary.

Among Librarians

Appointments

GERALDINE ARMSTRONG, Columbia '32, is the assistant librarian of the Grover Cleveland High School Library, Brooklyn, N. Y.

JANET BOGARDUS, Columbia '30, who has been assistant in the New York Public Library since 1930, has resigned to take a position as assistant in the Rare Book Department of Columbia University Library.

JESSELYN L. GRIEVE, Illinois '32, has been appointed librarian of the Belleville, Ill., High School.

CLARA L. GUTHRIE, Illinois '32, has accepted the position of reference librarian at Illinois State Normal University.

MRS. RUTH HUBBELL has resigned as librarian of the Glenview, Ill., Public Library and is succeeded by Mrs. Mary A. Carpenter.

CATHARINE ANN KEYES, Columbia '32, who has been working part time in the Avery Library, Columbia University, has been transferred to the Music Library.

ELIZABETH R. LEWIS has been placed in charge of the Art Division of the Free Public Library, Washington, D. C. Miss Lewis has had extensive experience in the field of art including seven years with the American Federation of Arts.

FAY LIGHTFOOT, formerly in charge of the children's work in the South Shore Branch of the Chicago Public Library, has recently been appointed children's librarian at the Pullman Branch of the Chicago Public Library.

BERNITA J. LONG, Illinois '32, has accepted the position of librarian of the University of Illinois Law Library.

DOROTHY N. LYNCH, Columbia '32, joined the staff of the Brownsville Branch of the Brooklyn, N. Y., Public Library on January 3.

ANNE MCCHESNEY, Columbia, '32, has been appointed librarian of the Highlands High School, Ft. Thomas, Ky.

FLORENCE M. MEREDITH, Columbia '31, has been appointed to the staff of the New York State College for Teachers at Albany. From 1925 to 1928 Miss Meredith was connected with the Kalamazoo, Mich., Public Library.

FRANCES NELSON, Columbia '32, has beeen appointed cataloger in the Skidmore College Library, Saratoga Springs, N. Y.

MARY JOSEPHINE WEBB, Columbia '32, has been appointed an assistant in the Library of the Horace Mann School for Boys, New York.

Correction

THE NOTICE of Miss E. E. Clarke, which appeared in THE LIBRARY JOURNAL, January 1, 1933, p. 44, made it appear that she was in the first class of the old Columbia College Library School, that would be the class of 1888. The fact is she was of the second class, that of 1889, see New York State Library School Register of 1928, p. 4. The meticulous drive for accuracy which literally wore out Miss Clarke, would make this correction necessary.

——G. E. WIRE, *Permanent Secretary, Class of '89.*

The Calendar Of Events

April 17—Pacific Northwest Regional Conference, Catholic Library Association, Holy Names Academy, Seattle, Wash.

April 17-18—Ontario Library Association, annual meeting in Toronto.

April 18—Eastern Regional Conference, Catholic Library Association, College of New Rochelle, New Rochelle, N. Y.

April 21-22—Joint meeting of New Jersey Library Association and Pennsylvania Library Club at Hotel Ambassador, Atlantic City.

April 27-28—Louisiana Library Association, annual meeting at Shreveport, La.

April 27-29—Texas Library Association, annual meeting at Wichita Falls, Texas.

April 29—Columbian Library Association, annual meeting at Hood College, Frederick, Md.

May 10-11—North Carolina Library Association, annual meeting at Woman's College of the University of North Carolina, Greensboro, N. C.

May 11-13—Georgia Library Association, annual meeting at Athens, Ga.

May 15-16—Montana Library Association, annual meeting at Missoula, Mont.

May 17—Connecticut Library Association, spring meeting at Olin Memorial Library, Wesleyan University, Middletown, Conn.

May 18-20—Pennsylvania Library Association, annual meeting at Philadelphia, Pa.

May 22-24—American Association for Adult Education, annual meeting at Jones Memorial Library, Amherst, Mass.

May 29-31—Pacific Northwest Library Association, annual meeting at Victoria, B. C.

June 5-7—Massachusetts Library Club, annual meeting at The Northfield, East Northfield, Mass.

June 12-17—New York Library Association, forty-third annual meeting at Briarcliff Lodge, Briarcliff Manor, N. Y.

October 16-21—American Library Association, annual meeting at Stevens Hotel, Chicago, Ill.

Oct. 16-21—Wisconsin Library Association, annual meeting in connection with the American Library Association.

October 26-27—Mississippi Library Association, annual meeting at Jackson, Miss.

May Forecast of Books

(Library Journal Selection From Publishers' Advance Information)

History, Travel, Literature, Biography

May 1

Olgin, Moissaye J. MAXIM GORKY.
Writer and revolutionist. International. 75¢.

Schmalhausen, S. D. Ed. RECOVERY THROUGH REVOLUTION.
Covici. $3.75.

May 6

MacClintock, W. D. HISTORY OF THE FIVE EDITIONS OF WHARTON'S ESSAY ON POPE.
Univ. N. Carolina Press. $3.

May 10-11

Brooks, Van Wyck. Ed. JOURNAL OF GAMALIEL BRADFORD.
Houghton. $4.50.

Drury, F. K. W. and Simnett, W. E. WHAT BOOKS SHALL I READ.
Methods of reading, how to use a library, aids to reading and study, etc. Houghton. $2.50.

Eriksson, E. M. and Rowe, D. N. AMERICAN CONSTITUTIONAL HISTORY.
Norton. $4.75.

Powdermaker, Hortense. LIFE IN LESU.
Study of a Melanesian society. Norton. $4.

May 12-13

Laver, James. WESLEY.
Biography of founder of Methodism. Appleton. $2.

Yarborough, Minnie C. Ed. REMINISCENCES OF WILLIAM PRESTON.
Univ. N. Carolina Press. $4.

Young, G. M. GIBBON.
Biography of author of *The Decline and Fall of Rome*. Appleton. $2.

May 14-15

Burke, Thomas. THE BEAUTY OF ENGLAND.
McBride. $3.

Hillebrand, Harold. EDMUND KEAN.
Only authoritative biography of great Shakespearian actor. Columbia Univ. Press. $5.

May 16-17

Browning, Robert. LETTERS.
Edited with an introduction and notes by Thurman L. Hood. Yale Univ. Press. $5.

Robinson, Fred N. Ed. COMPLETE WORKS OF CHAUCER.
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Norton. $2.50.

May 25

Keynes, John M. ESSAYS IN BIOGRAPHY.
Harcourt. $2.50.

May 29

Morse, Jarvis M. CONNECTICUT, 1818-1850.
Yale Univ. Press. $3.50.

Pargellis, Stanley M. LORD LONDOUN IN NORTH AMERICA, 1756-1758.
Yale Univ. Press. $4.

During May

Carroll, Lewis. COLLECTED VERSE.
Macmillan. $2.50.

Dickinson, R. E. and Howarth, O. J. R. A HISTORY OF GEOGRAPHY.
Oxford Univ. Press. $3.

Douglas, Norman. LOOKING BACK.
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Marshall, Robert. ARCTIC VILLAGE.
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Moody, John. THE LONG ROAD HOME.
An autobiography. Macmillan. $2.

Rosenberg, Arthur. HISTORY OF BOLSHEVISM.
Oxford Univ. Press. $4.50.

Siegfried, André. SOUTH AMERICA.
Trans. by H. H. and Doris Heming. Harcourt. $2.50.

Smith, William E. THE FRANCIS PRESTON BLAIR FAMILY IN POLITICS.
This biography of the Blairs becomes a running history of about fifty of the most important years in our political history. Macmillan. $7.50.

Wilkinson, Henry. ADVENTURERS OF BERMUDA.
History of Bermuda. Oxford Univ. Press. $4.75.

Miscellaneous Non-Fiction

May 3-4

Drury, L. L. SCHOOL, HOME AND CO.
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Edwards, Lawrence. THE SPANGLED HEAVENS.
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May 27

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SILVER CHIEF (Older Boys). By Jack O'Brien. Winston.

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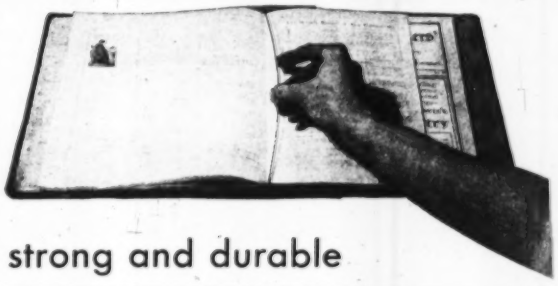

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